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HAMILTON COLLEGE

A Hamilton College Student Publication, Clinton, NY
February 25, 2010
Volume L Number 18

THE SPECTATOR

Dean Urgo Named President of St. Mary's College of Maryland

by Kate Tummarello '11
Editor-In-Chief

The class of 2014 will never see him riding his Vespa up College Hill Road. This semester will be Dean of Faculty Joe Urgo's eighth and final semester at Hamilton. President Joan Hinde Stewart announced Monday that Urgo will be leaving Hamilton to serve as president of St. Mary's College of Maryland beginning July 1, 2010.

Students expressed their thoughts after receiving President's Stewart's all-campus e-mail announcing Dean Urgo's departure. "He is very personable and one of the finest administrators here," said Julia Pollan '10. "I'll miss him."

Many students appreciate Urgo's eagerness to interact with them on a regular basis.

"He was always really good at dealing with students. He's able to take a joke," said Wenxi Li '10.

Students also know Urgo as a professor. This semester, he is teaching a seminar on William Faulkner. "It's one of the best classes I've had in my career," Urgo said. He describes students and faculty members as possessing a "casual intelligence" because "they're very intelligent but not arrogant in any way."

"I've always been impressed by his ability to balance the [faculty-oriented] and academic sides of his job," said Cuffie Winkler '10.

During his time at Hamilton, Dean Urgo has made a number of contributions as both Dean of Faculty and Acting President, the role he assumed during President Stewart's sabbatical in Spring 2009. Although students may recognize him for other things, many of his contributions made a serious impact on Hamilton's faculty.

"He amplified the research culture at Hamilton. He's had a major impact on diversity issues at the college. If you think about it in terms of areas: diversity, research atmosphere, basic mechanics of administration - setting a road map for the future - those are not small things," said Associate Dean of Faculty for Diversity Initiatives and Associate Professor of English Steve Yao.

Stewart also praised Urgo's work at Hamilton. "He has consistently advocated for the faculty whom he represents and has made important contributions to Hamilton in the areas of assessment, strategic planning, and diversity planning," she said.

Urgo has witnessed and influenced change on the Hill, especially through his involvement with the

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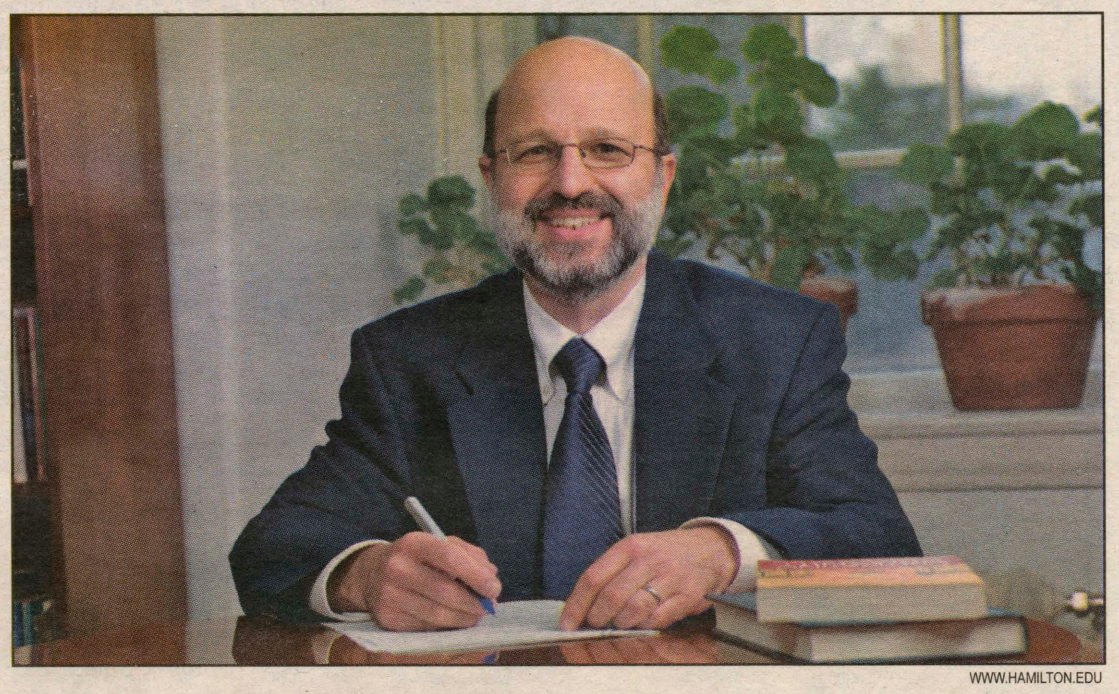

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Dean Urgo begins serving as president of St. Mary's College of Maryland this July.

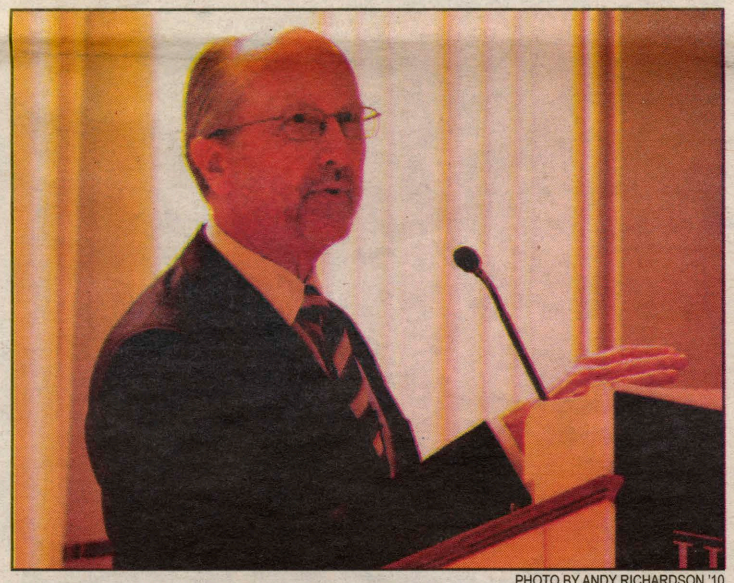

PHOTO BY ANDY RICHARDSON '10

***Newsweek* editor Christopher Dickey discussed how Iran's ambiguous nuclear program poses a threat to our country.**

Christopher Dickey Explains "Iran's Imperial Anxieties"

by Ramya Ramnath '13
News Writer

"I watch CNN but I'm not sure I can tell you the difference in Iraq and Iran." The lyrics from this song by country singer Allan Jackson, among other things, has motivated Christopher Dickey to explain "The Persian Paradox: Iran's Imperial Anxieties - and Ambitions."

On Monday, Feb. 22, the Paris Bureau Chief and Middle East Editor of *Newsweek* spoke to an audience in the Chapel on the historical and cultural background of Iran. Dickey elucidated Iran's position as a country that could possess weapons of mass destruction and the reaction of the United States to this threat.

According to Dickey, Iran's goal is to be able to "stand eyeball-to-eyeball with the rest of the world." Thus, Iran has followed

see ***Dickey,*** *page 3*

Career Center Scrambles to Keep Up During "Peak Time"

by Ezra Rosenberg '10
Senior Editor

The Maurice Horowitch Career Center is currently under siege from three sides. Seniors need advice about interviewing for jobs and negotiating salaries, juniors need help securing career-related experience such as internships and sophomores need to finalize their first resumes. The result is already busy Career Center staffers becoming more and more in demand.

"I appreciate all the help that they have given me. However, it has been real tough to get an appointment and you have to plan well ahead of when you need an appointment or else you might not be able to get one," said Brad Caswell '10.

Most students are still getting the services they need, but finding it more difficult to get advice when they want it.

This period leading up to spring break is what Career Center Director Kino Ruth calls one of two peak times. The first is Sept. 1 until November 1, when students interested in pre-law, private school teaching and graduate school flood the office. The second is now, when seniors are trying to secure their first job and everyone else is looking for research or internship experience.

The Career Center actively engages students year-round about the importance of finalizing a resume and gaining career related experience by senior year. The result is increased awareness of the process necessary to ultimately land a job after graduation and therefore high demand for the services to get students ready.

"To get a student ready to interview for an internship it takes seven appointments," says Ruth. "The Center ultimately becomes victim of our own success."

The peak period has only grown more strenuous due to one staff member missing at least 10 workdays over the past two weeks.

"What we do essentially is we juggle," says Ruth. "We try and fit people in to get what they need accomplished."

There are currently 15 to 20 students on the Center's wait list compared to the typical five to ten. The combination of high demand and short staff has resulted in 51 people opting to go on the wait list since Jan. 19.

Ruth feels as though appointments for seniors using the Career Center are on the rise this year after a dramatic four percent decrease in seniors using services between 2008 and 2009. Seventy-one percent of the Class of 2009 used the career center for counselor appointments compared to 75 percent of the Class of 2008.

Over the last few years, the Center has made more resources available online to students. Part of the goal for publishing material online was to assist students when they needed information immediately or could not schedule an appointment. A lot of the information available from counselors, such as how to interview or what a non-profit sector job is like, is also available online.

One problem in getting an appointment stems from not preparing soon enough, but sometimes things come up that need immediate attention and the Career Center tries to accommodate these needs. Says Ruth, "We know it's frustrating [for students], we do our best to

see ***Career Center,*** *page 2*

ENDOWMENT:

This issue features the first of a two-part series on our endowment. This week, we explain the basics of the endowment. See next week's issue for a more in-depth look at how the endowment has changed since the recession.

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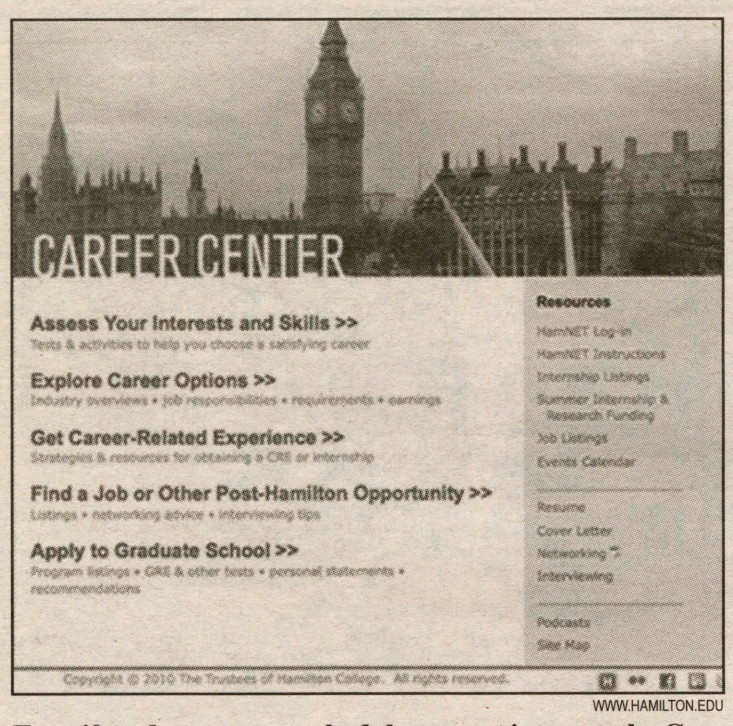
Students Struggle to Squeeze into Career Center Schedule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Even if students cannot schedule an appointment, the Career Center offers a variety of services to students online.

*from **Career Center**, page 1*

get people in."

Tim Pillsbury '10 believes the Career Center is very helpful, but that one needs to know how to use it properly.

"For those on top of it, [the Career Center] is a great resource, but I can see how someone who is behind could find it unhelpful because they are booked two weeks in advance."

When asked how should students handle getting the advice they need if they feel an appointment is not available soon enough Ruth had this to say: "Be as specific as possible about what you need to talk about. Maybe what you need is not specific to one counselor. Multiple staff members can answer your questions, so get [an appointment] with anyone as soon as possible." Additionally, a lot of questions can be answered over the phone or by exploring the web site materials.

Compared to other small liberal arts colleges, Hamilton's Career Center is relatively well staffed. Union College has three or four staff members. Williams College and Wellesley College have the biggest centers with 12 to 14 staffers. Hamilton has eight staffers with five counselors, four of which have over twenty years of experience.

Understanding our Endowment: How it Works, Who's Behind It

by Evan Klondar '11
Editor-at-Large

This is the first of a two-part series on Hamilton's endowment. See next week's issue for a more in-depth look at how the endowment has changed since the recession.

If the Hamilton College endowment were distributed evenly to every student, it would pay for each student's entire Hamilton education—with over $100,000 per person left over. Students do not have any direct engagement with the endowment, but everyone associated with the College has an interest in its growth.

Management of the endowment is one of the biggest responsibilities of Hamilton employees, but the recent economy has challenged the managers of the endowment. From June 2008 to June 2009, the endowment was battered by the recession that decreased the endowment's value by nearly 30 percent, from $743 million to $540 million.

The change in market value was a combination of market performance, use of the endowment to support Hamilton College expenses and new gifts that were added to the endowment. During 2008-2009, approximately $26.5 million was taken from the endowment to support financial aid, other programs, and operating expenses at Hamilton. New gifts of $4.4 million were added to the endowment.

By this past December the endowment had an estimated value of $609 million, equivalent to 24 percent annual growth. This generally reflects the performance of the stock market at the same time; the broad S&P 500 index lost over 26 percent of its value from June 2008 to June 2009, while it rose roughly 23 percent from June 2009 to December 2009.

To understand endowment growth, one must understand what comprises "the endowment."

There is no single endowment fund in the College's name. "The endowment" is actually a group of over 900 funds which are all tracked individually. According to Karen Leach, vice president of administration and finance, these funds are "unitized and managed like a mutual fund." Hamilton packages almost all of the funds together, receiving the same rate of return on all its investments.

Spending from the endowment is governed by a spending formula and is decided during the annual budget process. The College also manages the liquidity of the funds. Not all of the endowment is cash that can be withdrawn at any time; some of the money is committed for months or years in different investments.

At any given time, about half of the endowment could be cashed out if necessary, more than enough to cover typical annual spending.

Beyond restrictions on when funds can be spent, there are limitations on how funds can be spent. Many of the funds have specific restrictions that were put in place by the donor when the gift was given. The funds in the endowment are broken into three categories, according to the 2009 Hamilton College Financial Statements (HCFS).

The majority of the College's money is "Unrestricted Assets," which, according to the HCFS "are not subject to donor-imposed stipulations."

About 13 percent of the endowment is "Temporarily Restricted Assets," which are "subject to donor-imposed stipulations, which may or will be met...by the College and/or the passage of time." These funds can be used for financial aid or other programs.

The final category of assets is "Permanently Restricted Assets," which consists primarily of the endowment's principal (the "base" of the endowment). This type of donation may not be spent. However, the income earned by the growth of "Permanently Restricted Assets" may generally be used by the College.

The task of managing the endowment is as varied and complex as the endowment itself. Two offices and a committee are charged with ensuring its responsible growth. Potential restrictions by donors and the varied time at which funds are available add additional complexity to managing the endowment.

Leach works with over a dozen other people including alumni and College staff in two offices. The Investment Office is staffed by Peter Tonetti, chief investment officer, and Amy Clausen, investment analyst. Tonetti oversees all investment activities of the College's endowment and is responsible for ensuring that fiduciary responsibilities are fulfilled.

Tonetti's major responsibilities include managing the endowment's liquidity needs, which means he must ensure that the College always has enough cash on hand. He also makes investment manager recommendations to the Investment Committee and monitors and reports the investment performance of the endowment. Clausen prepares the monthly reports used to track the endowment's investment performance and asset allocation, as well as handles much of the day to day operations of the endowment.

In carrying out its responsibilities, the Investment Office works in close collaboration with the Investment Committee of the Board of Trustees and the Business Office. The Investment Committee is comprised of 13 alumni and is led by Henry Bedford '76 and Charles Svenson '61.

The Investment Committee is charged with establishing guidelines for the management of the endowment including approving the asset allocation policy and the selection of investment managers. All members of the committee are experts in investments financial markets.

Working out of the Business Office is the Controller, Sharon Whiting, and Melissa Cannistra, a financial analyst. They help ensure the endowment is properly accounted for.

Work on the endowment is engaging. Tonetti says that "the one constant is change, which makes the job interesting and challenging."

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

NESCAC NEWS

by Amanda Jordan '10
News Writer

Bates College

In late January, rapper Snoop Dogg signed a deal with Bates College to perform on its Lewiston, ME, campus on Feb. 27. Students and faculty initially purchased over 1,300 tickets for the show. When the remainder of the tickets went on sale online, 200 tickets sold instantly, and the 450 remaining tickets were gone within 90 minutes.

Middlebury College

On Feb. 12, Ronald D. Liebowitz, president of Middlebury College, formally addressed the campus concerning its financial situation. Liebowitz told the Middlebury community that the college lost $350 million of wealth due to the recession, while at the same time over the past five years, its cost structure has increased by $60 million. In the summer of 2008, Middlebury began to freeze vacant staff positions to avoid large budget deficits. The college projected budget deficits of up to $30 million by 2015 if it kept up its current expenditures. To solve this problem, Middlebury began a year ago to offer its faculty and staff two early retirement programs and a voluntary separation program. Additionally, the college froze salaries of over $50,000 a year. In his speech, Liebowitz announced that "barring any unexpected deep decline in the economy—and I mean a really deep decline—staff layoffs are now off the table."

Most notable for current and incoming students, Liebowitz is proposing to the Board of Trustees that Middlebury limit its increases in comprehensive fee (tuition, room and board) to within one percentage point of the Consumer Price Index (CPI) each December. He explained that last year, Middlebury's comprehensive fee increase was 3.2 percent, which was the second lowest increase among 20 comparable colleges and universities. However, it was still greater than three percentage points above the CPI. Justifying his proposal, Liebowitz remarked, "We need to recognize that the demand for a four-year liberal arts degree, while still great, is not inelastic: There will be a price point at which even the most affluent of families will question their investment; the sooner we are able to reduce our fee increases, the better."

Bowdoin College

Since 2003, Bowdoin College has increased the proportion of under-represented minority students (blacks, Latinos and Native Americans) admitted from 8 to 13 percent. Barry Mills, the president of Bowdoin, says, "It is our responsibility, given our place in the world, to reach out and attract students to come to our kinds of places." However, in the past several years, on average only 7 out of 10 black students graduated from Bowdoin within six years compared to 9 out of 10 white students.

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

Hamilton Team Stepping Up in Utica Heart Run and Walk

by Elijah T. LaChance '10
Senior Editor

Next month, Hamilton students and faculty will be working to bring an end to heart disease one step at a time.

Participants in the annual Utica version of America's Greatest Heart Run and Walk will take great strides in raising money for and awareness of heart disease as they cross the finish line at Utica College on Saturday, March 6.

This year, Hamilton's team is being co-captained by Lecturer in Music Colleen Pellman, Christian A. Johnson Excellence in Teaching Professor of Biology Ernest Williams and Volleyball Coach and Lecturer in Physical Education Erin Reding. Hamilton students, faculty and staff have been participating in this Heart Run and Walk for the past three decades.

Heart disease, the number one killer in the United States, kills more people every year than all forms of cancers combined.

"Almost every person knows a family member or friend who has been affected by heart disease," said Pellman. "I walk in memory of my father and my father-in-law."

Funds from the Heart Run and Walk go toward research (25 percent for pacemakers, 25 percent for cholesterol-lowering drugs), public health education and training (40 percent) and community services (10 percent).

Since the Heart Run and Walk began in 1975, the event has raised over $20 million, and $1 million has been raised over each of the last ten years. Many treatments have been pioneered that help patients with heart disease as a result of improved research. Thirty-five years ago, there was no CPR, no bypass surgery and no coronary care units. Twenty-five years ago, there was no balloon angioplasty to open clogged arteries. Ten years ago, stents (to keep arteries open) were emerging technology.

On a local level, the Utica branch of the Heart Run and Walk is the fourth largest in the nation (behind only Seattle, Dallas and Detroit). This accomplishment is made all the more remarkable considering how much more populated these cities are. Hamilton has played a significant role in the Utica branch. Last year, Hamilton walkers raised over $5,000 and, for the first time, surpassed Colgate in dollars earned.

For those looking to put their best foot forward, there are two ways to participate in the Heart Walk and Run. Walkers and runners must pay or raise $25 to participate in a three or five mile walk, or a three, five, ten or eighteen-mile run. The experience is exhilarating, as witnessed by the participants who return year after year.

Pellman has been involved in the event since the '90s . She said, "Supporters gather all along the route and cheer you on; bands play and participants are given water and other goodies. The last leg of the walk is called Heartbreak Hill and the atmosphere in that neighborhood is hard to describe. You feel really good about what you have done."

Students, too, return year after year and enjoy the experience. "It is always nice to see the community rally together for a worthwhile cause," said Dave Lichtstein '10. "The Walk just has a great environment. Al Ham always makes an appearance and it is cool to see Hamilton joining together with the community." This year, Team Hamilton is looking to once again expand its numbers, and while early registrations have been slow, Pellman and Williams are hoping for a surge in first-time walkers to step forward.

Team Hamilton College is looking for walkers and runners, but sponsors are also needed for these active participants. Many sports teams, fraternities and sororities, as well as individual students, faculty and staff have participated in the past, but anyone can sponsor a participant without committing time to the Heart Run and Walk. "When people sponsor me, I have them sign my shirt so they feel they are participating," said Williams, emphasizing that donors are needed as much as members of the team.

Pre-registration will take place in the Beinecke Student Activities Village from 11 a.m. to 1 p.m. on Tuesday, March 2 or online at www.uticaheartrunwalk.org. Donations can be made at registration or at any time to participating Hamiltonians blazing the path to the next research breakthrough.

SA Update

You Can Park (Pretty Much) Wherever You Like

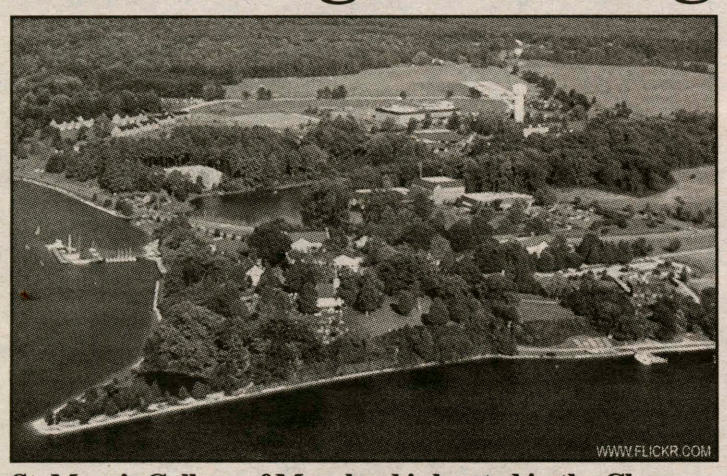
by Eve Denton '12
Student Assembly Correspondent

At the Feb. 22 Student Assembly meeting, it was announced that changes are imminent to the Hamilton parking assignment process. Beginning next academic year, all student lots will be available for all sophomores, juniors and seniors with parking stickers, although first-years who are allowed cars on campus will still be required to park in North Lot. The hope is that these changes will make life easier for students. There will be less chance of violating parking restrictions and students who live off campus will have more flexibility when parking for the day. Rules that are currently in place for the weekend, involving open parking anywhere except in the Admissions lot and in fire lanes, will remain the same.

Although the all-encompassing Student Assembly meetings are the most well known part of the job, several committees work on different aspects of improving Hamilton in separate weekly meetings. These committees include Food, Technology, Student Interest, Culture and Accessibility, Facilities, Social Traditions, Elections and Constitution. Ideas and plans brought up in committee meetings are announced to Student Assembly, and then everyone discusses the new topics. Student Assembly is hoping to improve committee efficiency by enforcing attendance policies for members.

Student Assembly Vice President Clare Browne '11 attended the POSSE retreat at the Radisson Hotel held from Friday, Feb. 19 to Sunday, Feb. 21, and reported back to SA on what she learned. POSSE students are accepted to Hamilton in November of their senior year of high school, and get to know each other in the months before attending Hamilton. This year's retreat topic was "Do we still need to talk about race?" Numerous faculty and staff were in attendance. The overall sentiment of the group was that race is an issue that must still be talked about. Student Assembly agreed that as representatives of the campus, members should take the initiative to start conversations about race among peers and faculty. In addition, it was decided that the Culture and Accessibility Committee should take on this topic.

Dean Urgo Leaving Hamilton



St. Mary's College of Maryland is located in the Chesapeake Bay region, about two hours from Washington D.C.

*from **Urgo**, page 1*

Strategic Plan, which outlines the goals of the Hamilton community. He has also dealt with divisive issues concerning both the faculty and the students, including the founding of the Alexander Hamilton Institute and the creation of the Cultural Education Center.

"I've seen an increase in desire to engage in the idea of the community that's here," he said. "College is where students learn to be citizens. It's where they learn to be participating members in a community."

The next step for Hamilton will consist of President Stewart appointing an interim Dean of Faculty to serve during the next academic year while the school holds a national search for the person who will ultimately fill the position.

"We will begin shortly to prepare for that search by establishing a search committee, choosing a search firm to assist us, consulting the community about desirable characteristics in a dean, etc.," said Stewart.

"It will be an exciting time for the campus, to appoint a new Dean of Faculty, and see how he or she responds to Hamilton," said Urgo.

Urgo's successor would presumably begin serving as Dean of Faculty by July 1, 2011 and will have as a foundation the 2008 Strategic Plan.

"The next Dean [of Faculty] could do a lot worse then continuing on with the things that have already been begun," said Yao. "To continue those alone would be an ambitious agenda."

Urgo said his feelings are "bittersweet" about leaving Hamilton. "It really is with mixed feelings that I leave because I love it here," he said. "But sometimes another institution can convince you that a new challenge is something that seems right at this point in your career, that you can do good work somewhere else."

Urgo feels his time at Hamilton has prepared him for his new position. "I think interacting with all the constituencies at the college - faculty, students, and staff - has prepared me to take on the role as president at a similar institution," he said.

St. Mary's College of Maryland, located in the Chesapeake Bay region, is the public honors college of Maryland. Much like Hamilton, St. Mary's College of Maryland has a small student body of about 2,000 students and a liberal arts focus.

Iranian Threat Real, *Newsweek* Editor Says

*from **Dickey**, page 1*

the example of Israel, which has left its nuclear capabilities ambiguous. This policy allows Israel to plausibly deny possessing nuclear weapons, a policy Iran would like to emulate.

Dickey said that the recent threats of Israel and America to attack Iran have left the Iranian leadership feeling politically insecure. The Iranians are constantly looking to ensure that Americans "care enough to be careful enough to not attack them." The Iranians have found that attaining a "virtual" nuclear state and then "keeping the world guessing" as to their real nuclear capabilities helps them achieve this objective.

Dickey provided a brief outline of the historical and cultural factors that have led to the view of Iran as a potential threat. On the cultural differences between America and Middle-Eastern countries he said, "In America, we have a family. In Iran, people belong to a family." In Iran, there is a greater sense of obligation to a larger family.

Similar to the situation in pre-war Iraq, Americans cannot be sure of the nuclear capabilities of Iran. According to Dickey, this lack of information contributed to initiating the war in Iraq, and the Iranian government has reason to believe that such a war could be waged against their country as well.

Iran's nuclear ambitions suggest it is a serious threat to American national security. Dickey emphasized that it was imperative that the American government take the right measures to deal with this issue. He said that sanctions were not the right means to approaching this issue. In the past, sanctions applied to dictatorial regimes such as Iraq only solidified the power of the leadership and hurt the civilian population. Attacking Iran, Dickey said, would be similarly devastating. He claimed that Iran "would thrive on war."

As for the right way to address the issue, Dickey said, "Obama's offer of dialogue is just what was needed" to engage the Iranian regime. Arguing that "you could kill [the Iranian] regime with kindness," Dickey said that engagement would be the best way to discredit the Iranian government while appealing to Iranian citizens.

When asked about Obama's approach to terrorism more generally, he replied, "Nobody has dealt with terrorists as well as Obama has," but that many of Obama's achievements are covert and cannot be reported in the press. In response to a question regarding the American ability to engage Iran, Dickey said, "It is the [short-sightedness] of the American Public that blinds and handicaps the government from reacting to this situation."

EDITORIAL

THE SPECTATOR EDITORIAL

A Farewell to Dean Urgo: Thank You and Good Luck!

It is usually a joyous occasion when a friend, colleague or mentor is promoted or finds a new job, but we were conflicted when the news broke that this semester is Dean Urgo's last on the Hill. During his four years at Hamilton, he has produced a litany of accomplishments. His engaging demeanor and openness fit well on the Hamilton campus. St. Mary's College of Maryland is lucky to have a president as talented as Dean Urgo—and we are pleased and proud that he was chosen to serve there. Hamilton, however, will lose an excellent member of the administration and community.

As Dean of Faculty and Acting President, Urgo faced many challenges. Through it all, he has provided steady and consistent leadership for our College. While some students and faculty may be critical of Dean Urgo's actions, it is important to examine them from a nuanced perspective. Rather than cater to one set of interests on campus, he charted a responsible middle course between all parties involved. It is a sign of a good administrator that he draws criticism from those who represent the opposing extremes in a given situation.

Others praise the significant achievements Dean Urgo has had during his four years at Hamilton. These achievements include updating the Faculty Handbook, guiding the new Strategic Plan and clarifying the faculty review process.

Dean Urgo's contributions to the community—both academic and personal—will be missed. This spring will be the last that students will see a cheerful Dean Urgo on the Hill, but it will not be the end of his lasting impact. His legacy will carry on in the Strategic Plan, a guiding force for Hamilton's next four years and beyond.

We have another three months to thank Dean Urgo for all his contributions to the community, but it is not too early to begin appreciating all that he has done for Hamilton.

Thank you, Dean Urgo, for all that you have done and will continue to do for the Hamilton College community, and best of luck at St. Mary's!

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First published as The Radiator *in 1848.*

The Spectator is a publication of the Hamilton College Media Board.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

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2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
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OPINION

Juggling Work, Activities Limits Academic Options
January Term Allows Students to Explore Interests

by Sara Scheineson '12
Opinion Writer

What could be better than spending time at Hamilton without the stresses of a full course load? With numerous ski slopes within easy driving distance and an abundance of snow covering the campus, the activities available to students are not limited. The lack of students' free time appears to be the only obstacle stopping the Hamilton community from taking advantage of the many winter activities available in the area. A winter term, also known as a "January Term" or "J-term," could provide students with the much desired opportunity to enjoy all that this area has to offer without stressing about the mountains of work awaiting them when they return to the library.

Many colleges function on a three-term schedule, where the winter term lasts for only a month and allows students to pursue academic and extracurricular interests outside of their regular course load. Out of the 11 NESCAC colleges, Amherst, Bates, Colby, Middlebury and Williams all include a three- to four-week J-term as a part of their academic calendar. This period can also act as an extended winter break, providing students with the opportunity to find internships during the months of December and January. A winter term provides the opportunity for students to learn in a more relaxed fashion.

Colby College introduced the 4-1-4 calendar with its "Jan Plan" in 1961. Colby promotes this shorter semester by saying that it provides students with the opportunity to "explore one topic in depth, visit other regions and countries, investigate careers or pursue a dream." Whether you want to study the "Origins of Life, Earth and the Universe," learn all about furniture making, get an internship at Sotheby's or study Italian literature in Verona, Colby provides that opportunity through its "Jan Plan." The winter terms at the other NESCAC schools offer similar courses, as well as trips to nearby ski slopes and other winter activities.

Hamilton used to have a similar program, but J-term ended due to a lack of faculty interest. Professors tend to use winter break to work on research, travel and occasionally to relax. While I completely understand professors' desire to spend this time working on activities outside of teaching, with students only taking one class, only about one-third of the faculty would teach during this period. If the College implemented a rotation for faculty members participating in winter term, each professor would only have to spend one winter out of every three enduring the bitter cold of January.

> **"A winter term could provide students with the opportunity to enjoy all that this area has to offer without stressing about the mountains of work awaiting them."**

I have friends at several NESCAC schools, including Williams and Middlebury, who have expressed complete obsession with the period known at their schools as J-term. Katy Gathright, a sophomore at Williams, says, "Winter Study is definitely a nice time on campus. Since we have more time, it forces us to be more creative with the activities and small parties we organize, and there's just this general relaxed atmosphere on campus that we definitely don't get the rest of the year."

Not only do students appreciate the more relaxed environment, but many also value the opportunity to get off campus and experiment with many different winter sports. Sara Cohen, a sophomore at Middlebury says, "I had time to go cross country skiing once a week and snowshoeing on the weekends, mostly because I didn't have to worry about mountains of work awaiting me."

In my opinion, this approach to learning, which seems to embrace the process rather than the grade or the end results, epitomizes the philosophy behind Hamilton academics. Professors constantly promote intellectual curiosity and stress the importance of learning the skills and material—not simply to get that "A" you obviously want, but rather to gain the tools necessary to lead a successful life. Hamilton students also have a broad range of interests, and this winter semester provides the perfect opportunity for students to indulge in these extracurricular activities without having to deal with the stresses of a full course load.

Letters to the Editor

Re: Professor Hill

To the Editor:

A Letter to the Editor was printed two weeks ago in *The Spectator* that expressed appreciation for Professor of History Christopher Hill, and all that he's done for this College and his students. I've never taken a class with Professor Hill, but I've heard rave reviews of him from my peers. I'm glad that Professor Paquette offered some clarificatory remarks regarding hiring and tenure practices at Hamilton in the most recent issue of the newspaper, but it disturbs me to see that people are still propagating the idea that Professor Hill was in some way 'let go.'

I fault the College for enabling a serious communication breakdown between its administrators, faculty and students. The "denizens" of the College need to break their silence and take a hot second to better inform students so that people stop saying things that are simply not true.

After reading the first letter written about Professor Hill, I began to think about what makes a good Hamilton professor. Over the past four years, I've had several conversations about the "gap" between scholarship and teaching, which is something I think is worth discussing here.

To over-generalize, I think the gap between scholarship and teaching is manifest at Hamilton in two important ways. First, it can be seen in those professors who have published extensively, but who perhaps lack a charismatic presence in the classroom, and ineffectively communicate ideas. Secondly, it is present when professors are incredibly compelling in class, but who lack a strong record of publication. Of course, there are those professors who occupy the middle ground: they are excellent teachers as well as prolific scholars, and are active members of committees at Hamilton and those associated with their discipline's professional organizations. A few Hamilton professors come to mind as the embodiments of this ideal, and I'm fortunate to have taken classes with many of them.

It's understandable that Hamilton students often emphasize a professor's teaching prowess over their scholarship, since it is in the classroom, not in scholarly journals, that we engage in dialogue with them. But too often we write off professors as "bad" because of their teaching style, when they are experts in their field. Conversely, we often sing the praises of those professors who have published narry a scholarly word.

In considering what makes a "good" Hamilton professor, I'd like to encourage Hamilton students to bear in mind what professors are doing outside of the classroom. The Facebook-esque News Feed on Hamilton's website expounds the professional accomplishments of Hamilton faculty for a reason. These things matter. Not only because perhaps they make Hamilton "look good" to prospective students, but because prospective candidates for faculty positions at Hamilton will be drawn to a community that has professors of excellent repute who are active in their field.

Our professors are not simply just teachers, but scholars as well. We owe it to them and to ourselves to take that into account when reflecting on what makes them wonderful.

Sincerely,
Catherine Fiona Kirkpatrick '10

Re: Professor Hill

To the Editor:

During my last three years at Hamilton College, I had the honor of working closely with Professor Christopher Hill. His courses provided the backbone for my interdisciplinary Medieval Studies major and he advised me on both a Schambach research project and my senior thesis. To say he played an important role in my collegiate education does not suffice; more than just a teacher, he is a mentor and a friend to me. As such, the news of Professor Hill's effective dismissal from Hamilton's faculty fills me with disbelief and no small amount of disappointment.

Not all students love medieval history as I do, but when I say that Professor Hill's classes are a pleasure to attend, I mean it not as opinion but as fact. One need look no further than his enrollment records to realize this. For no other professor did I so often or so willingly wait in the line of other students outside his office door. Chris Hill inspires his students to ask questions, both of him and of each other, to always improve our writing, and simply to learn. He is a consummate teacher.

More than that, Chris Hill is a good man. He imposes little or no boundary between his professional and personal lives, and he takes a keen interest in the lives of his students outside the confines of the classroom. He meets us in the Pub for a pint of Labatt Blue and talks with us about anything that comes up. He attends our sporting events and research presentations and congratulates us afterward. On several occasions, he has even welcomed me into his own home, and I feel duly honored to have met his lovely wife and three wonderful children. In many ways, Chris Hill embodies the supportive community for which Hamilton College claims to strive.

I once wrote of Professor Hill, "I would be forced to seriously question the character of any academic institution that does not reappoint him to its faculty or place him on a tenure-track as soon as it is appropriate to do so." Frankly, all I have to say to those responsible for his dismissal is this: You should be ashamed of yourselves. You, who gave pre-modern European history the tenure position based on Professor Hill's high enrollment and then denied him an interview; you, who call yourselves "a national leader for teaching students to write effectively, think for themselves and learn from each other;" you, who claim to value student opinions in any way whatsoever; you, who despite all of this, allowed Professor Christopher Hill to slip through your fingers. You should all be ashamed of yourselves, and, for the first time, I am truly ashamed of you and Hamilton College.

Sadly, after four years at Hamilton, I know better than to expect any kind of explanation. Instead of asking for one, I extend my condolences to the faculty, community members and, most of all, to the students of Hamilton College. From the bottom of my heart, I am sorry that someone has robbed you of Professor Hill, of the chance to work with him and to learn from him. Indeed, I feel all the more blessed that three of my years at Hamilton were spent in Chris Hill's company and friendship.

Sincerely,
Wesley Adams Davis '09

Monopolizing Study Rooms a Serious Issue

Leaving books & bags violates rule of courtesy.

by Lauren Magaziner '12
Opinion Writer

Yes, I am one of those jerks who sits down and starts working in an occupied KJ study room. But can you really call the study room "occupied" if there is no one in the room? People have gotten into the habit of leaving their books and backpacks in a dark study room in order claim it. Meanwhile, the students themselves aren't actually in the room. This presents problems when other students are looking for a study space and only find bags in dark study rooms. I strongly believe that is not fair for backpacks to reserve study rooms.

The main problem with the current system of study rooms is the idea that people obtain them on a first-come, first-served basis. Technically, the rooms are first-come, first-served; whoever gets to the room first has the room for as long as he or she likes. However, this rule is completely nullified when the occupants of a study room leave.

A common objection to my complaint is, "But I wake up at 7 a.m. to get that room! Isn't it only fair that I have it?"

Honestly, I don't care how early you get up to get a room; that argument is not valid because what's to stop me from setting my alarm at 7 a.m., running to KJ, leaving my things in a room and going back to bed until later? In that case, I got up earliest to get the room. But it certainly doesn't seem fair that my stuff would grant me the right to the room if I were not going to be around for another three hours. Getting a study room early in the morning does not give you the rights to it all day; it only gives you rights to it until you leave.

I think that leaving a KJ study room for a bathroom break or to grab a snack from the vending machine is the only respectable leave of absence, and even then, you should not be gone any longer than ten minutes. If you are planning on going to dinner or leaving for more than ten minutes, be mindful of other people looking for a study room. After all, study rooms are limited, and the study room isn't much use to anyone if it is occupied by nothing but backpacks.

Be respectful of the 1,800 other students that are looking to study. If not, you'll be sure to find me sitting in a study room amid your stuff when you get back.

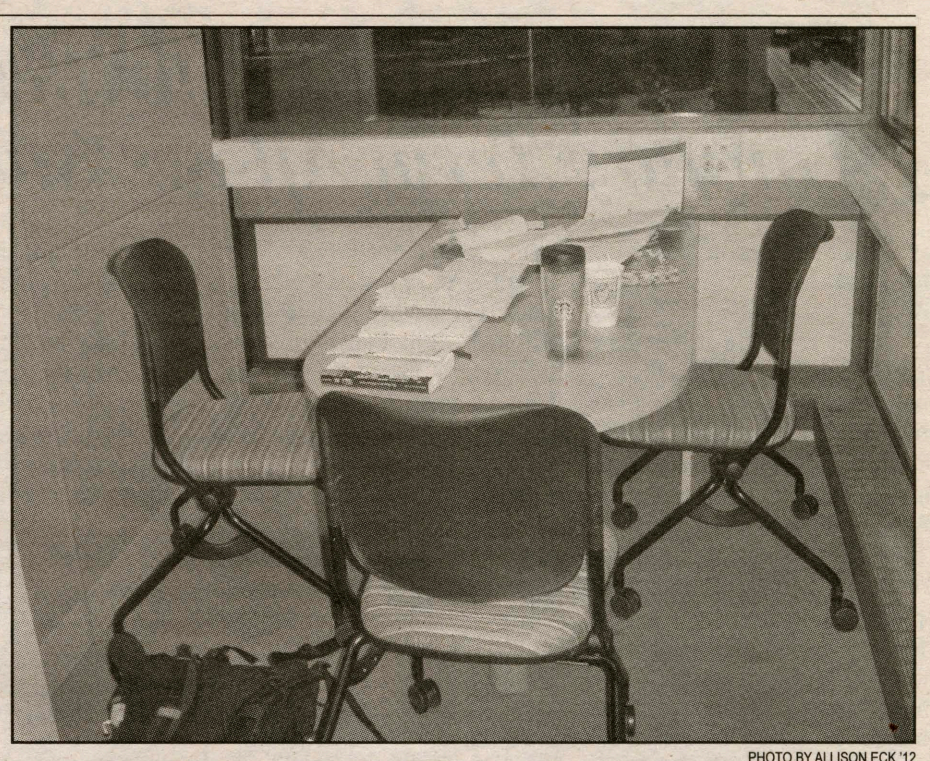


PHOTO BY ALLISON ECK '12

Students often claim their territory by leaving their backpacks and books in KJ and library study spaces, preventing others from using those spaces.

Cartoon by James Grebey '12
Staff Cartoonist

Thumbs Up

Dodgeball tournament: If you can dodge a wallet you can dodge a ball.

"Grinding in the dark while trying to take someone home and...": I can't believe it, the annex just got even grimier

Venison wins the Chili Cookoff: The results speak for themselves, Vegetables < Meat < Meat from animals that you kill yourself.

Winter Olympics: the only thing better than watching the Russians/Chinese lose, is wondering how the government will explain the loser's disappearance.

Community eco-mugs: just like the gilded bikes and freshmen virginity, they'll be around for a week, then end up lost in Bundy, smelling of beer.

Thumbs Down

"Free" 2010 Pint Glasses: Buying something with my money and giving it to me doesn't make it free, it makes it the product of a shopping service for things I don't need.

Spring Textbooks disappearing from the bookstore: what a coincidence, all usefulness just disappeared from the bookstore.

WHCL djs: I'm not so much interested in your music choices as I am your choice to wear leggings every day.

Dean Urgo departing: And so we lose our coolest cast member, like when Laurie Beth Denberg left All That, and SNICK was never the same.

Saranac tour reservations: thank you for reminding me how much it sucks to be 20.

Who Cares

March: Just like my first girlfriend, cold as a witch's tit and kinda ugly to boot.

My senior thesis: I haven't done any work, but I've managed to reduce the whole process to a montage that's heavy on the song "take it to the limit" and low on substance.

Buddhist's visit to campus canceled: I guess the 8 fold path involves a 13 hour layover in the Pittsburgh airport.

Pledging: No it's not hazing. They wanted to eat that bucket of relish and lie in a crawlspace for five hours. .... Swearsies.

Curling: any activity you can do while 5 months pregnant doesn't count as a sport.

by Anthony DelConte '10, Nathan Fedrizzi '10 and Lesley Ryder '11

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Do you have opinions about Dean Urgo's departure? Tenure? Race or gender issues?

Write for Opinion! Submit an article or letter to aeck or kjmoore

"Single Ladies" of the Dance Team Finish Season

by Trang Nguyen '13
Features Writer

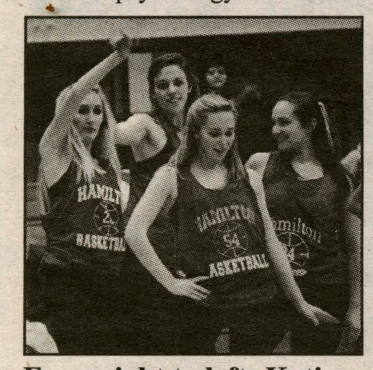
The girl who walked into the Science Center was clearly in a rush. She looked tired but still managed to give me a big smile. It was a Monday night in Upstate New York but the strong, lively vibe that this girl gave off seemed to push away all the stress of the Science Center at 9p.m. She sat down quickly and talked about one of her life's passions: the Dance Team.

Megan Bumb '10, a government and psychology double major, has been on the Dance Team for four years and served as its captain this year. Just like any other Hamilton student, Bumb spends her day rushing from KJ to Science Center, eating anywhere she can and socializing between classes. However, one destination that not everyone heads to is the dance studio in the Blood Fitness and Dance Center, where she spends six hours a week dancing, sweating, laughing and having fun with fifteen fellow team members.

PHOTOS BY ANDY RICHARDSON '10

Dance team members Emma Leeds '12 and Emma Geduldig '13 perform at halftime of the men's basketball game.

The Dance Team is a family of 16 girls from four classes, all with different backgrounds and majors ranging from undecided to psychology to economics. Around campus, the Dance Team has become well-known for its jazzy moves and energetic spirit. The team has just wrapped up their activities for this semester with the conclusion of Hamilton's basketball season. Every Monday, Tuesday and Friday, these girls met in the Dance Studio and started their two-hour practice of choreographed dance routines by putting their hands in a circle and yelling "BOOM CATS."



From right to left: Katie Kearney '12, Ramsay Stewart '13, Elena Wood '10 and Julie DiRoma '10.

The girls have all come to know one another well throughout their practices. Explains Katie Kearney '12, "Elena Wood ['11] is always very chipper and dedicated to cleaning the routines. Emma Leeds ['12] gets really into performing and always looks sexy. Emma Geduldig ['13] and Sara Leshen ['12] are really trained ballerinas."

Performing in various activities, including basketball games, football games and, most recently, at the Mr. Hamilton pageant, the Dance Team plays a unique role at Hamilton. Dance Team members have been receiving a lot of support from both faculty and students, especially the football team's cheering squad, the "Dog Pound." Says Bumb, "We love the Dog Pound so much and thank them for all of their support!"

The Dance Team plays an important part in the lives of all the girls on the team. For them, being with their team members and dancing together is like therapy. "It's six hours a week where we can escape the stress and drama outside of the studio and just do what we love to do," claims Bumb. When asked how her life would have been without Dance Team, Kearney says, "Fewer people would have come up to me just to say 'the Single Ladies dance was so cool!'"

Team members also love the fact that they can truly be who they are in practice. Bumb's confidence in her team even goes so far as to inspire her to think about NCAA competition. She believes the Dance Team is a very talented group of dancers and that winning in a competition is a completely realistic goal if only they had the resources to hire a coach. "We are just a group of ferocious females who like to dance, perform and have fun!" said Bumb.

Bumb also stressed that the Dance Team is a source of support for the members. She added, "Since I am graduating this year, what I will miss most about the Dance Team is the girls."

Trustee Corner: Jack Withiam '71

by Nick Stagliano '11
Production Editor

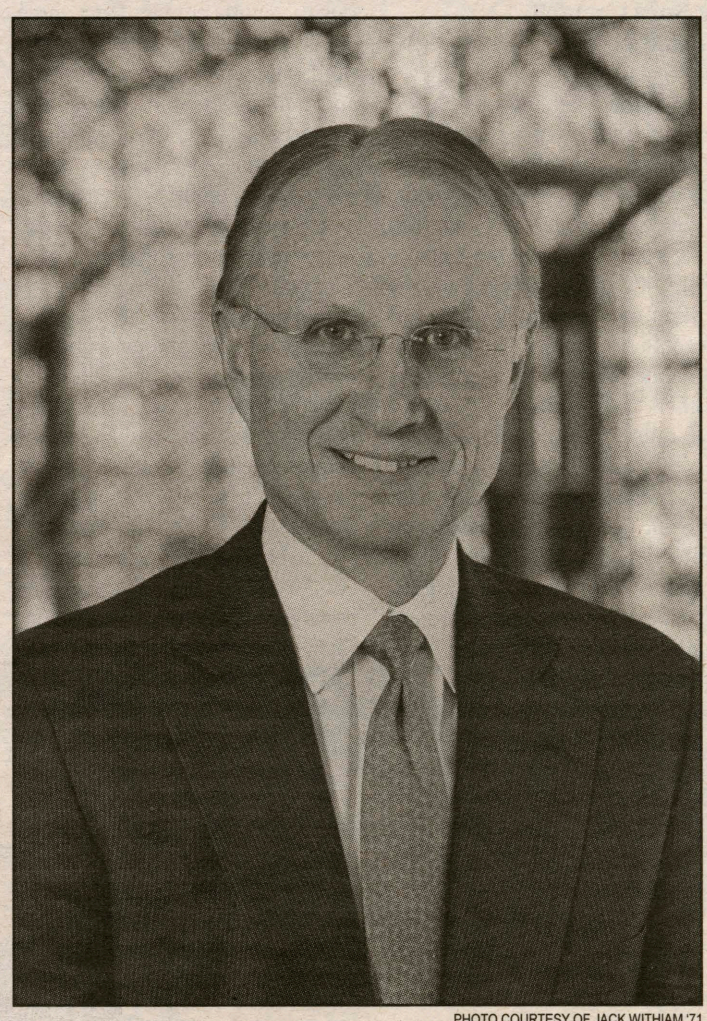


PHOTO COURTESY OF JACK WITHIAM '71

Jack Withiam '71 applied to Hamilton after his high school guidance counselor recommended the College to him. But he hadn't decided to attend Hamilton until someone he was competing against in basketball from a neighboring town mentioned to Withiam that he was going to Hamilton. The two had gotten to know each other while playing basketball, and they decided that they both would go to Hamilton and room together.

"It was a winter wonderland when I visited," Withiam said of his first experience with Hamilton, "and everyone knew one other. It appealed to me."

Withiam arrived on the Hill during an interesting era. It was 1967, a year before the inaugural Kirkland class arrived, and it was the last class of Hamilton students who had a feel for the College as an all-men's school. "Construction was going on," Withiam said of the time, "but there were no women."

It was a different time for more reasons, too. "Fraternities were very strong still, and by far the majority of the students participated. Fraternity life became an important part of life," said Withiam, who was a member of the Psi Upsilon fraternity.

Withiam started out at Hamilton thinking that he would be a math major, but, he said, "I took one course and thought 'this is not what I want to be.'" When Withiam learned that the late Sidney Wertimer, professor emeritus of economics, was the man who had passed by him one day and knew him by name (though Withiam had never met him), he decided to take a course in economics.

Economics was, at the time, a burgeoning field, "and it had some math in it, too, and I became fascinated with it," said Withiam. Withiam ended up with a major in economics and English, and counts the relationships that he had with Hamilton faculty as one of the most memorable experiences of his time on the Hill. "One of the signature things about Hamilton is how close you become to faculty members. If you sit down and talk with them you realize that these are really just great people," Withiam remarked.

Basketball was, for Withiam, "an important part of who I was at the College," he said. After one of his coaches died in the middle of a game during his sophomore year, a Hamilton alumnus who lived in Utica left his banking work early every day to coach the team during Withiam's junior year. In Withiam's senior year, Tom Murphy came to Hamilton as athletic director and also coached the basketball team. In 30 years on the Hill, Murphy would lead the team to over 600 wins. Withiam was Murphy's first varsity basketball captain.

After Hamilton, Withiam attended Albany Law School and then went to work in the law department at Citibank. In 1978, Jeff Little '71, a fraternity brother and friend from Hamilton with whom Withiam had played squash frequently after moving to New York, asked Withiam to join his company. The two have worked together ever since.

In addition to involvement in the business side of George Little Management (a company founded by Little's grandfather that produces and markets tradeshows), Withiam does all of the company's legal work in intellectual property and contracts. Though GLM has now been sold, Little and Withiam still remain heavily involved in the company's activities.

Of the relationship between the two Hamiltonians, Withiam said, "While it was a business relationship, it was, in reality, a continuing friendship. Because we knew each other so well and because we had such a deep belief in the College, we saw eye-to-eye on a lot of things. We've been willing to take risks when we need to or be conservative when we need to, and we have encircled ourselves with some other very smart people who have been important to the company's success."

He added that, "I'm not the only Hamiltonian who's gone into business with another Hamiltonian. It's definitely something I advocate."

Withiam stressed the importance of scholarship dollars having made it possible for him to attend Hamilton, which is "my trigger," he said, for supporting the College now. For anyone unsure about getting involved with the College as an alumnus, Withiam said he advises them to "just go up on the Hill and meet with students. Realizing that we are helping almost 50 percent of students who are on some sort of Hamilton College grant – it's pretty motivating."

With four children spread between high school and college, Withiam is "constantly visiting baseball fields and hockey rinks and basketball courts." And from his first experience with squash, when he hit his junior varsity basketball coach in the back of the ear, Withiam continues to enjoy the game.

Do you have a question you want to ask the next subject of the Trustee Corner?
Send ideas to Nick Stagliano '11 at nstaglia@hamilton.edu.

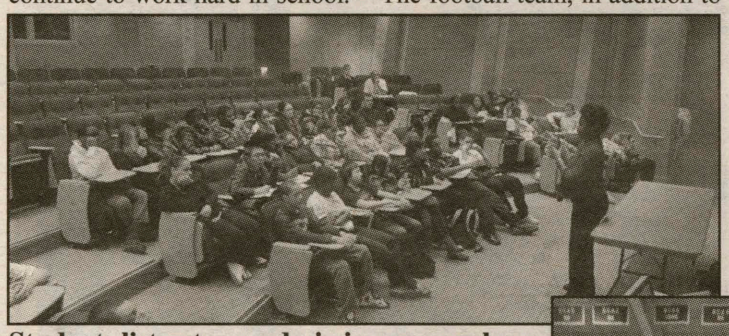
Write for Features! It's Fun!
Email ngrenfel or hkeller.

Citizen Schools Gives Middle Schoolers a Sneak Peek at College

by Nora Grenfell '12
Features Editor

On the weekend of Feb. 12, the football team lost—to a group of thirteen-year-olds. The game was basketball, and the opponents were eighth graders visiting with the Citizen Schools program, a non-profit organization that has a Hamilton alumnus as its Chief Mobilizing Officer.

John Werner '92 was a government major and history minor at Hamilton and one of four founders of the Citizen Schools project. As a graduate, Werner knows all too well the value of a Hamilton education. The trip to Hamilton is mainly a way to show students what benefits await them if they continue to work hard in school.



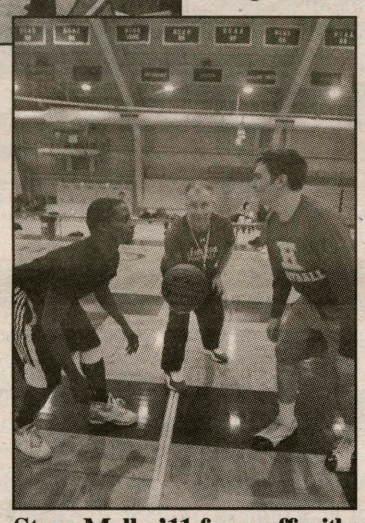
Students listen to an admissions counselor.

This is the sixth year Citizen Schools has brought middle school students to Hamilton, and the trip was certainly a success. There were "smiles all around," recounts Werner, who was especially appreciative of the Hamilton students who participated, and the help of Nancy Thompson, Amy James and other faculty members.

One participant, Rachel Irizarry '12, explained that, "Their day was scheduled so that they experienced a day in the life of a Hamilton student."

Citizen Schools brought a bus of eighth graders from three areas of Massachusetts: Springfield, Malden and neighborhoods surrounding Boston. Many students come from disadvantaged backgrounds, but commit three extra hours of their day to education outside of school. Citizen Schools promotes the idea of a "second-shift" of educators. It aims to involve everyday people in educating young students who can benefit from additional attention. Citizen Schools organizes "apprenticeships" for middle school students that they hope will serve the students both now and in the future.

Werner cited different benefits to all of the activities the students participated in at Hamilton. The football team, in addition to playing basketball with the students, explained during the game where they were from, what they majored in and described the social life at Hamilton.



Steve Mello '11 faces off with a Citizen Schools student.

"They got to know the athletes as people," explained Werner.

Irizarry added, "[The students] were filled with questions about the campus, the social scene and all the opportunities that Hamilton has to offer."

When Professor David Gapp of the Biology Department brought out two snakes, including a boa constrictor, the kids "totally freaked out," according to Werner. However, he was quick to point out that the experience taught students that "science could be hands on, about animals. For a lot of these kids, science means worksheets."

The main focus of the trip was to motivate the kids to work hard—for many students, seeing what a school like Hamilton has to offer is enough to get them to stick out high school under circumstances where normally they might not. "Getting the inside scoop will motivate them to stay in school and go to college," said Werner. To facilitate this ambition, an admissions officer spoke to the group about what makes a strong application. Werner explained that this insight into the admissions process means a lot to "kids who don't have access to these kinds of experiences, and it helps them think about the choices they make in high school."

Citizen Schools already has a productive relationship with Hamilton. Liz Walczak '06, Mike Allen '08, Jaziman Coleman '09, Leide Cabral '10 and Shellice Baker '11 were members of the Citizen Schools program who visited Hamilton and went on to impress the Admissions office. Both Baker and Cabral shared their stories with the kids.

ALL PHOTOS JOHN WERNER '92

Eighth graders from Walden, MA with Professor Gapp's reptile.

Werner believes that the exchange between Hamilton and Citizen Schools is mutually beneficial. "[U.S.] society is 40 percent folks of color and the College does not represent those statistics. These kids represent an underrepresented demographic," said Werner. Besides bringing diversity to campus, the Citizen Schools students have already worked apprenticeships and have valuable skills that would benefit Hamilton. According to Werner, "These kids appreciate Hamilton at a young age, and they might appreciate it even more if they come."

Citizen Schools is currently in 22 cities and seven states and also visits other colleges, such as the University of Vermont. Some of these schools are much larger and very different from Hamilton, but Werner confesses that their Hamilton trip is "the best."

Citizen Schools is also expanding its Teaching Fellows program from 175 to 275 employees. Werner describes the position as something "like Teach for America, but more entrepreneurial." Seniors be advised: they're hiring. Jason Kramer '12 has already interned at Citizen Schools and was present over the weekend of Feb. 12 to talk to the visiting students.

In the past, the trip has featured Adirondack Adventure presentations and boasted larger attendance at the Talent Show. Werner expressed his hope that future trips will see a larger Hamilton student turn-out. He also pointed out how impressive it was that the Citizen Schools students gave up part of their break to come see Hamilton. He hopes that Hamilton students may one day come visit the middle-school kids on their own turf.

"These kids already take advantage of opportunities and look towards their futures," said Werner, "[and] a lot of middle-schoolers don't think like that." At the end of the trip, many students "pledged that they would do whatever they can to get into a school like Hamilton."

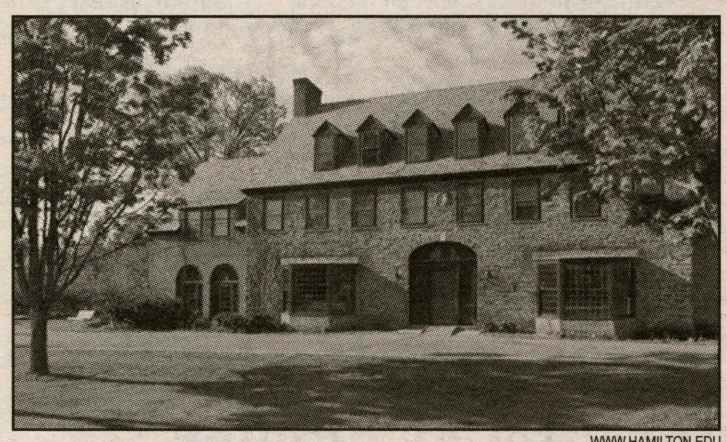
Emerson Literary Society: More than Men in Dresses

by Kari Arneson '10
Features Writer

Once a year, young men dress in fishnets, and the girls who dance with them remind us of the existence of one of the College's oldest groups: the Emerson Literary Society. On Saturday night, the Emerson Literary Society (ELS) hosted one of the most popular campus-wide parties of the year: the *Rocky Horror Picture Show* party. It took place in the Annex, where students dressed for the occasion in corsets, skin-baring clothing and knee-high boots.

The party is an annual event intended to celebrate the cult status of the 1975 musical that parodies science fiction and B-movie horror films. While the Rocky Horror Party is perhaps what ELS is best known for, ELS has a rich and long history and holds the distinction of being the only non-Greek co-ed society on campus.

The Emerson Literary Society was established in 1882. Six weeks before Ralph Waldo Emerson's death, a group of Hamilton students honored his life's work by founding a society based on his American philosophy. The group was first a fraternity, but became co-educational when the College merged with Kirkland College in 1978.

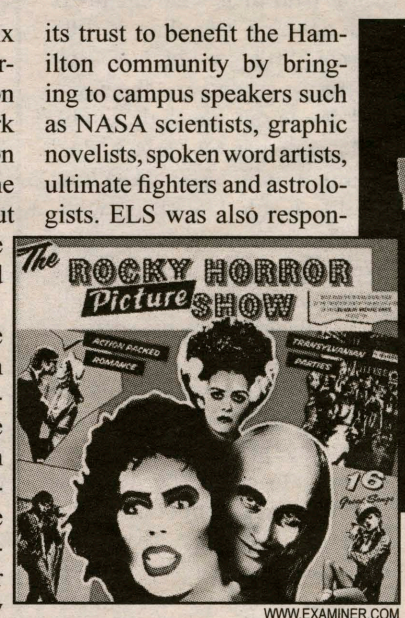


WWW.HAMILTON.EDU

ELS's Emerson Hall, currently under renovation.

In 1884, members built the first ELS house off campus. In 1995, buildings owned by Hamilton's private societies were purchased by the College in an attempt to limit the role of private societies on campus. Since then, ELS's activities have occurred in a building in the center of campus, which is currently being renovated. Once completed, the new Emerson Hall will house the College bookstore and radio station, along with lounges, kitchens, TV rooms and more space for the activities of ELS and other student organizations.

ELS has a board of trustees that manages the group's finances, endows a yearly student scholarship and funds research grants. The organization also uses its trust to benefit the Hamilton community by bringing to campus speakers such as NASA scientists, graphic novelists, spoken word artists, ultimate fighters and astrologists. ELS was also responsible for bringing sex educators Marshall Miller and Dorian Solot to Hamilton last fall to talk about "The Female Orgasm."



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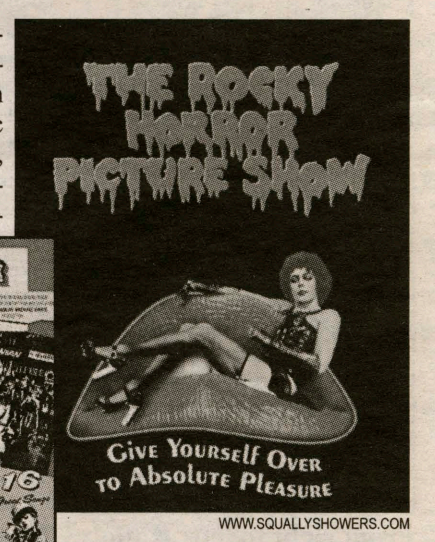

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Posters from the 1975 film which ELS' Party celebrates.

In addition, ELS participates every year in fund-raising events, such as Relay for Life to raise money for the American Cancer Society, and The Polar Plunge to raise money for the Special Olympics of New York. Besides the Rocky Horror Party, ELS also sponsors other social events such as the annual Smokin' Word party.

Today, the Emerson Literary Society continues the traditions that began with its founding in 1882, to promote forward thought and a welcoming community. If you're interested in becoming involved, meetings are on Monday nights at 10 p.m. on the second floor of the Little Pub.

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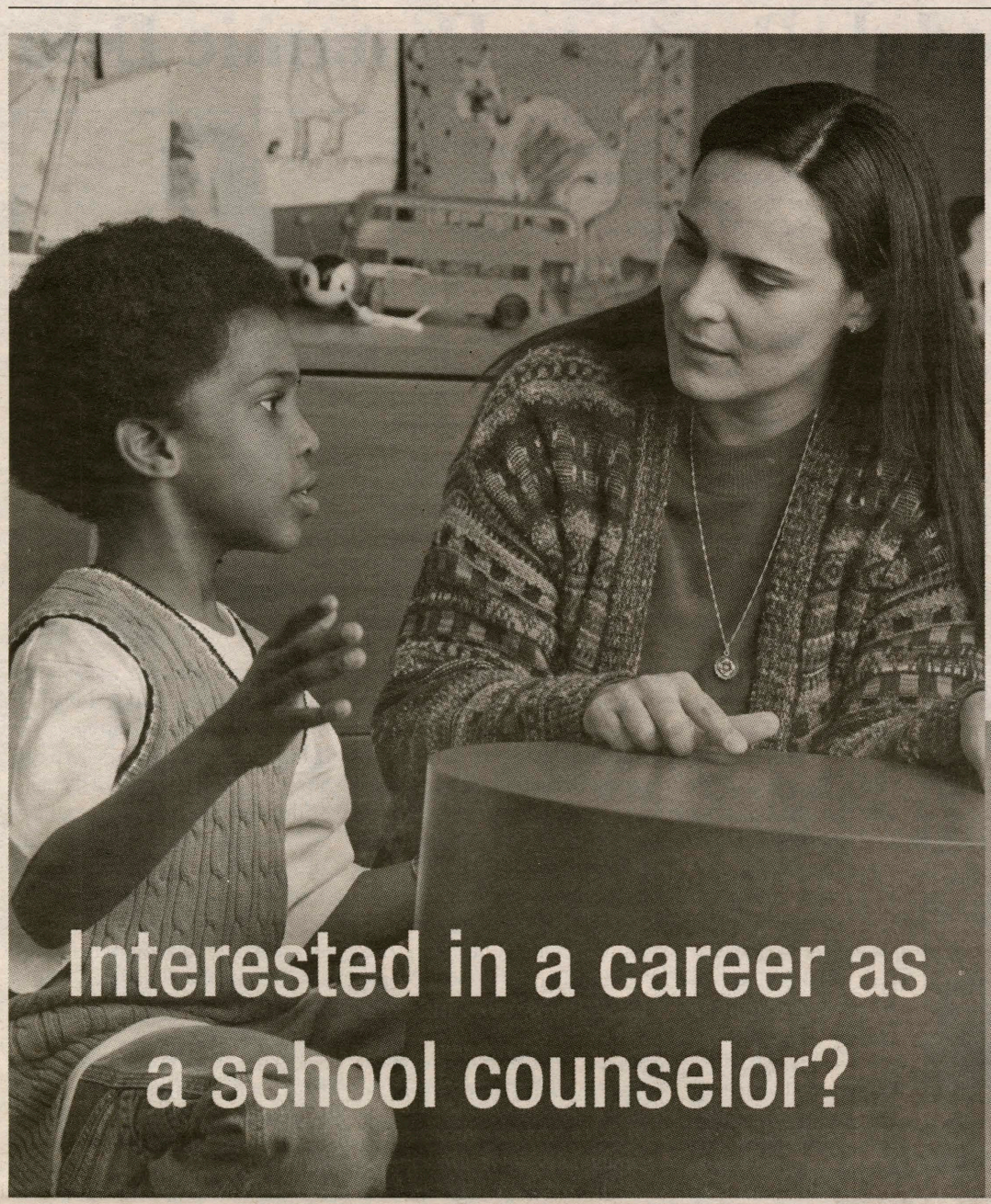

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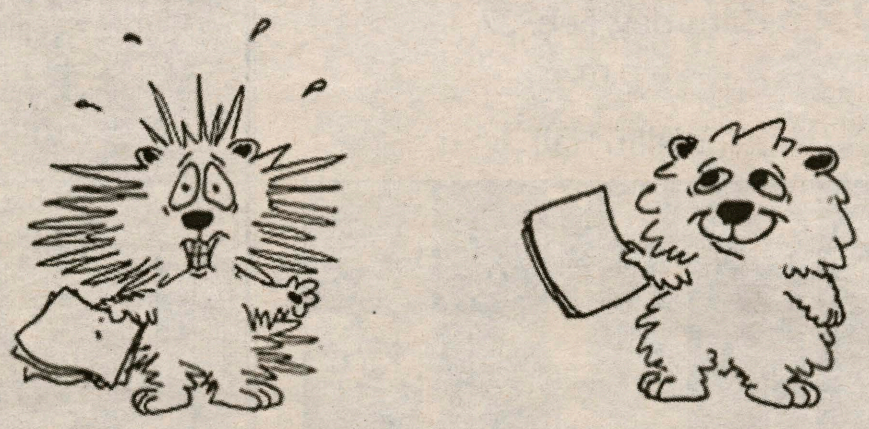

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ARTS & ENTERTAINMENT

Weekly Charts

MUSIC

(billboard.com)

Top Songs

1. Ke$ha—"Tik Tok"
2. Various Artists—"We Are the World 25: For Haiti"
3. The Black Eyed Peas—"Imma Be"
4. Young Money feat. Lloyd—"BedRock"
5. Lady Gaga—"Bad Romance"

Top Albums

1. Sade—*Soldier of Love*
2. Lady Antebellum—*Need You Now*
3. Jaheim—*Another Round*
4. Lil Wayne—*Rebirth*
5. Josh Turner—*Haywire*

MOVIES

(imdb.com)

1. *Shutter Island*
2. *Valentine's Day*
3. *Avatar*
4. *Percy Jackson & The Olympians: The Lightning Thief*
5. *The Wolfman*

BOOKS

(New York Times "Best Sellers")

Paperback Fiction

1. *The Last Song,* by Nicholas Sparks
2. *A Reliable Wife,* by Robert Godrick
3. *Dear John,* by Nicholas Sparks
4. *The Girl With the Dragon Tattoo,* by Stieg Larsson
5. *The Lovely Bones,* by Alice Sebold

Paperback Non-Fiction

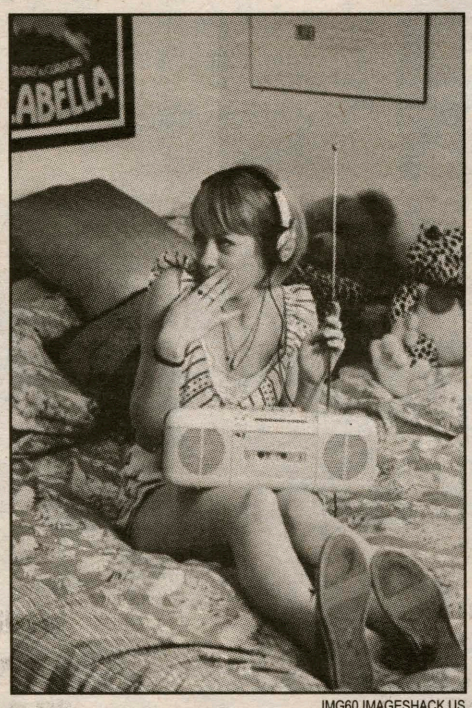
1. *The Blind Side,* by Michael Lewis
2. *The Lost City of Z,* by David Grann
3. *Three Cups of Tea,* by Greg Mortensen and David Oliver Relin
4. *Are You There Vodka? It's Me, Chelsea,* by Chelsea Handler
5. *The Survivors Club,* by Ben Sherwood

Costello and duPont are Dynamic Duo

by Taylor Coe '13
Arts and Entertainment Writer

Zack duPont seemed more like a Californian than a Vermonter. Both in person and on stage, he was a model of relaxation. Long, curly hair tied back behind his head and toting his acoustic guitar, he appeared at first to be only another one of Jack Johnson's numberless disciples. "What's cool about solo shows," he explained, "is that the performer and the crowd are one hundred percent connected throughout the show. If I'm relaxed, the crowd will be too." Despite this sensible vision, his performance managed to feel too comfortable.

The on-stage calm duPont displayed did not create the perfect audience-performer connection for which he aimed. His relaxed attitude came off as more of an inattentiveness to the crowd; the extensive guitar tunings that he made seemed less for the benefit of the audience than for his own aesthetic pleasure.



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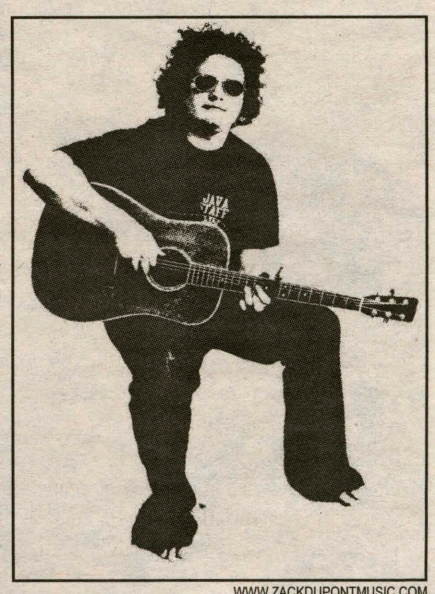
Katie Costello was joined by the zany but talented Zack duPont.

The strange stage presence, however, could not detract from the subtle beauty of his music. His songs "Bird" and "Brother the Hero" shone through in their sparse presentation and beautiful melodies.

Katie Costello's presence played an entirely different game with the audience. Simply put, Costello is a charismatic person. She hardly needed to play songs in order to entertain the audience; between songs she shared her views on the environment: "I'm not writing on paper anymore," she declared as she checked her iPhone for the set list that she had e-mailed herself. "At the same time," she offered, "you've just got to throw it away. This water bottle?" she asked, picking up the plastic bottle beside her on the piano bench. "This won't get recycled!" Her stage chatter was full of these amusing contradictions and her songs were equally entertaining, striking a delicate balance with her steady stream of banter.


WWW.ZACKDUPONTMUSIC.COM

Costello filled her ten-song set with a selection of tracks from both her debut album and the album she only recently finished recording. The latter have not yet been mixed and mastered, but the new album will likely be released sometime in the coming year. Throughout the show, Costello shared some of the difficulties she had during those recording sessions, particularly her experience recording her new song, "People: A Theory," which runs through a variety of hard-to-follow tempo changes. "The drummer hated me by the end of this experience," she told the audience.

For Costello's penultimate song, duPont joined her onstage. Entirely unrehearsed, the pair ran through her song "Isn't It Lovely," with duPont contributing jazzy guitar lines in the spaces between the lyrics. Even knowing that one of duPont's passions is jazz guitar, the song retained a wonderful air of spontaneity. In such a supporting role, duPont more than made up for his seeming disconnect beforehand. You could feel every member of the audience waiting for his next guitar line, watching his fingers move.

The next Acoustic Coffeehouse will showcase the Lovell Sisters, three sisters drawing from the diverse influences of bluegrass, country and folk.

THE PREVIEW CORNER

Believe in Broadway: Music to Find a Cure

A Benefit Concert for Relay for Life

Saturday, Feb. 27
8 p.m.

Wellin Hall

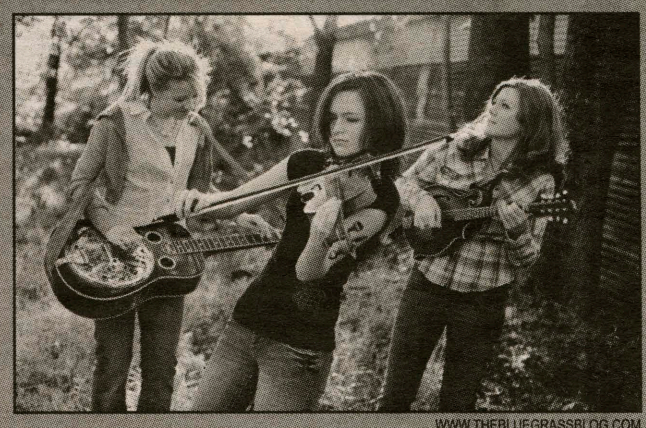
WWW.A2C2.ORG

Forty Hamilton College students have been rehearsing daily for four weeks, giving up their weekends and nights. What has college students so devoted? Raising money for Relay for Life through music and dance. February 27th Hamilton College students will perform in the first annual Believe in Broadway, a benefit concert for Relay For Life. Believe in Broadway is a musical review showcasing music and dance from some of the best shows in Broadway history. Students will perform pieces from Broadway musicals spanning from the classics of Pippin and My Fair Lady to the newer sensations of Legally Blonde and Rent. It is a show unlike anything Hamilton has ever seen. All proceeds from the concert will go to Relay for Life, which will take place at Hamilton College on April 17th.

CAB Acoustic Coffehouse:

The Lovell Sisters

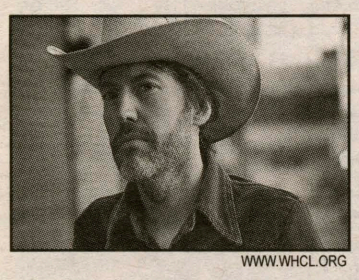
Wednesday, Mar. 3
8 p.m.
The Barn


WWW.THEBLUEGRASSBLOG.COM

The Lovell Sisters are a trio of multi-talented sisters whose repertoire of instruments include fiddle, dobro, guitar and mandolin in addition to their harmonized voices. Although they have strong country roots, The Lovell Sisters have expanded their horizons to include multiple genres. Sadly, the sisters will soon be ending their time as a threesome as they go on to new experiences, so be sure to catch them while you have a chance.

WHCL Does More than Radio

The WHCL Blog, adapted from their website, http://www.whcl.org/blogrss.cfm



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The Other Dave

Dave Rawlings' *A Friend Of A Friend* was one of the most under-appreciated albums of 2009. It features lively and moving performances by singer-guitarist Rawlings, longtime partner Gillian Welch and members of Old Crow Medicine Show(OCMS), whose "Wagon Wheel" you probably sang around the campfire during Adirondack Adventure.

Prior to *Friend*, Rawlings produced OCMS and recorded and toured with Welch. "I Hear Them All," a song previously released by OCMS, finds another, more sparse incarnation on Rawlings' album. It turns out that Rawlings co-wrote the song with Old Crow's Ketch Secor.

Another brilliant collaboration comes to life on *To Be Young*, which Rawlings wrote with Ryan Adams and which can also be found on Adams' Heartbreaker album. Don't be fooled, however, by the inclusion of these pre-existing songs; "A Friend Of A Friend" is a very satisfying album in its own right. Its varied tempos, relatable lyrics and sweet sweet harmonies make for a thoroughly enjoyable listen.

To hear music from Dave Rawlings and related artists, tune in on Wednesdays at 9p.m. -DSF

Sonic Youth in 1991

I would like to develop a concept I think warrants adoption: classic indie rock. Years before The Strokes got everyone grooving to *12:51* with their indie aesthetic via major label distribution, influential bands such as Sonic Youth (SY), Built to Spill and Dinosaur Jr. experienced varying levels of crossover success at a pivotal time when the lines between alternative and mainstream were blurred. SY and Dino Jr. left SST Recordings with their manager/agent bros circa 1990 and didn't have apprehension about the transition to major labels. Unlike today, as is the case with Vampire Weekend via iTunes, there was no viable means of distribution for independent artists to reach an audience beyond college campuses. With SY Geffen labelmates Nirvana spurring the movement of mainstream alternative acceptance, in 1992 MTV played such music videos as The Lemonheads' "It's A Shame About Ray" alongside "Baby Got Back." The 120 Minutes show on MTV exposed teens to alternative/independent artists, as it held a captivated, "unique music-searching" audience that only exists today in the blogspot/pitch4kcore atmosphere. There was even a show on MTV called *Alternative Nation* from 1992 to 1996, how cool is that? Kids who listen to "indie music" today are loathe to label the music "alternative," a not-so-endearing term often reserved for nu-metal,modern grunge, emo and goth music- genres considered not the "right kind of alt" by indie kids.

When people complain about their favorite indie musicians selling out today, they often forget that wanting to reach wider audiences wasn't a cardinal sin back in the 90s. How long can this fracturing of "indie" music into an infinite number of bands and genres unknown to the majority of mankind continue? I'm not complaining, as I, personally, enjoy the music, but I think it signifies the zenith of the "Me" generation. Maybe by the time we have kids, there will be more bands on independent labels with 80+ Metacritic ratings than people buying their albums and more genres than artists. If there's no gold in indie rock and no one is selling music at a profit, I don't know if these bands can keep sprouting up.

"Music scene is crazy, bands
blogs start up each and every day
I saw another one just the other day
A special new band blog." Pavement - Cut Your Hair -Henry

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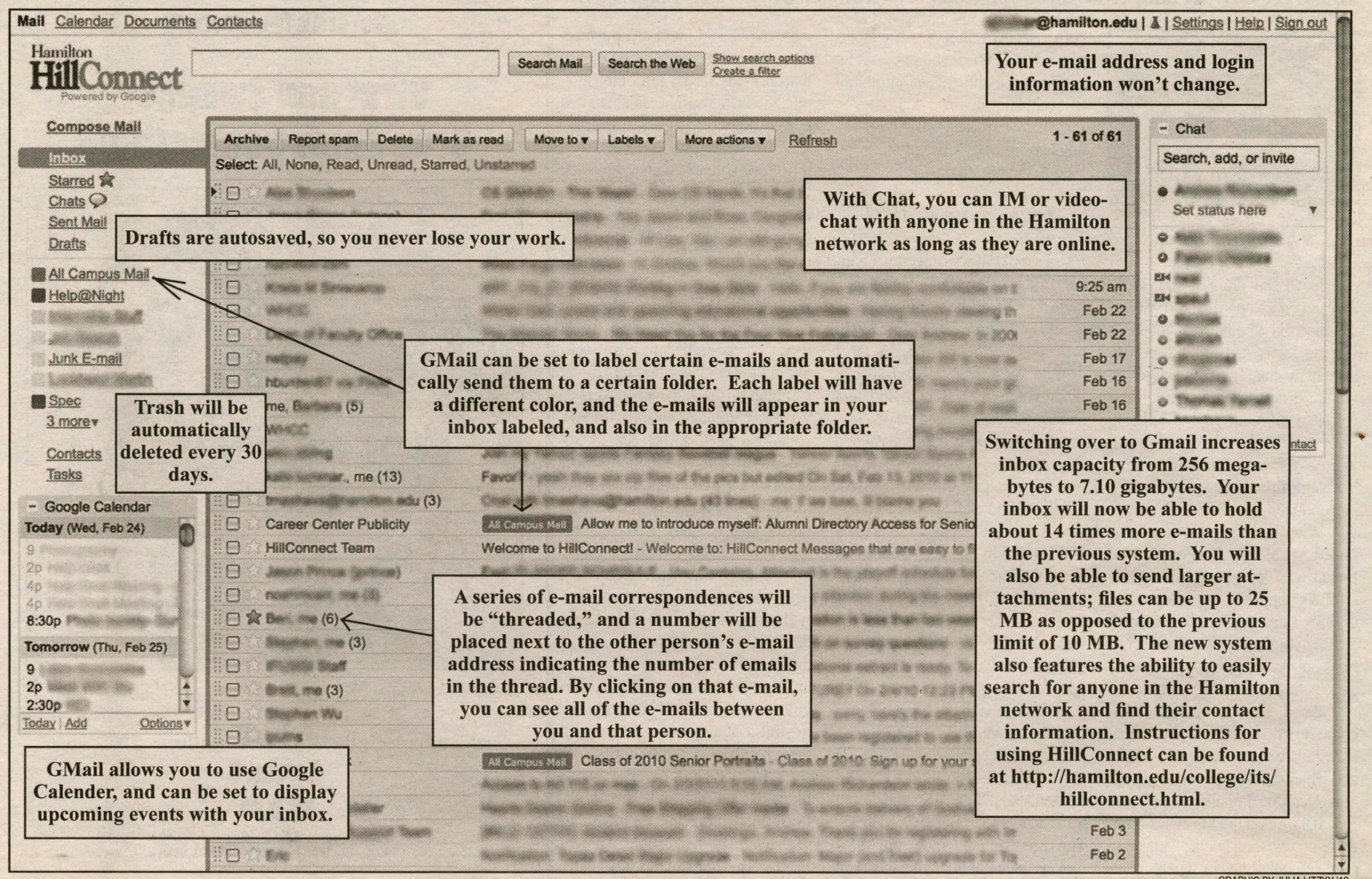
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A series of e-mail correspondences will be "threaded," and a number will be placed next to the other person's e-mail address indicating the number of emails in the thread. By clicking on that e-mail, you can see all of the e-mails between you and that person.
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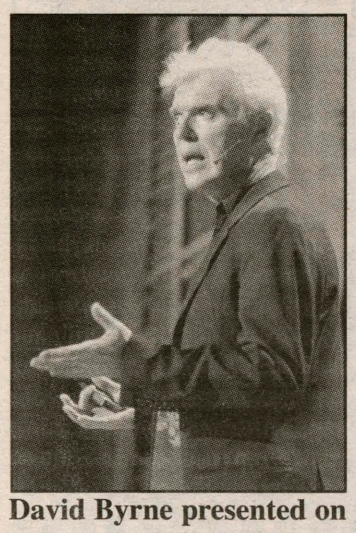
GRAPHIC BY JULIA LITZKY '12

Hamilton Alumnus Attends TED Conference

by Rebecca Shields '13
SCIENCE & TECHNOLOGY WRITER

The Hamilton Bubble is often the topic of student conversation, but one alumnus is trying to help us get more in touch with the outside world. John Werner '92 is encouraging students to break out of the bubble by watching online speeches given by some of the greatest minds of our time. Werner attended the TED2010 conference in California this past month and wants to bring what he learned about the up-and-coming ideas in the world to the Hill.

TED (Technology, Entertainment, Design) is a yearly conference where speakers from various fields come together and discuss new technology, conservation, entertainment, past stories and other topics. This specific conference occurs in California and has been going on for over 30 years. What makes TED special is the fact that they post the main talks online so that everyone, including the people that did not go to the conference, can learn about new ideas and information.



David Byrne presented on how space affects music.

There are 30 main speakers that give presentations on a large main stage with 15 minute interactive "speeches," and 50 shorter talks that happen on smaller stages throughout the grounds. These speeches can cover a wide variety of topics and genres. For example, notable activities from this year's conference included performances by Sheryl Crow, a talk by Bill Gates, and a demonstration and explanation of the movie *The Minority Report's* special effects.

Werner attended the conference last month and was able to meet with some of the speakers and see new technology that could be out in the next few years. He listened to and spoke with Nobel Laureates, inventors, CEOs, actors and actresses and founders of major companies such as Google and Apple. Some of these people included Meg Ryan, John Kusack, Steve Wozniak (co-founder of Apple Computers), Bill Gates, Al Gore, Daniel Kahneman (Nobel Laureate and founder of behavioral economics), David Byrne of Talking Heads, Andrew Bird, Sergey Brin (founder of Google), J.K Rowling and many more.

In addition to talking with the speakers, Werner was able to experience with some of the new technologies and developments presented at the conference. Werner was particularly excited about the organic bike that was completely made of plants and plant material. After the speeches and presentations, the audience was able to discuss the speech with a small group of people to enhance the effect of the presentations.

"It's great to be able to be a part of this," said Werner, CMO of Citizen Schools, a national network of after-school education programs for middle school students. "I went to this conference to recruit motivators that might come and talk to some of these kids and give them positive role models to look up to in their lives. It is also great that all of the major speeches are online because this makes it easier for kids to listen and see the speeches so you don't have to actually see the speech in person."

"This is also why I wanted to get this out to Hamilton College students," Werner added. "I know how isolated it is in upstate New York and this way, students can watch these speeches and be motivated by these stories that I got to see and are now online for them. They can now know about the conservation of Africa's forest and wildlife preserves, foods that act as medicines that can help fight and prevent cancer, and greener energy grids proposed by Bill Gates," explains Werner.

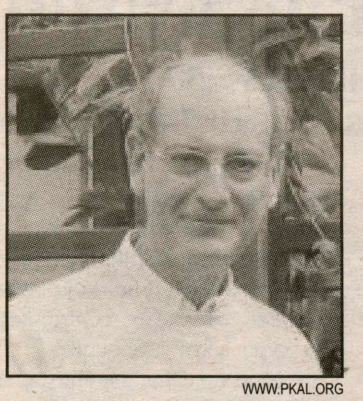
Werner hopes that by getting the word out about the speeches that TED offers, he can help to make an impact on students at Hamilton and in his inner city programs: "I hope that this investment in these students, including those at Hamilton, will have a big impact on our future. I would love to see these kids that come from poor inner city neighborhoods rise up and become speakers at future TED conferences. I want these stories and speeches to motivate students to work for a better future where diseases are cured, and with smarter energy and more peace in the world. This is why I went to this conference: to pass on this motivation to the people that can and will make a change."

Speeches are available at www.TED.com.

Bill Gates (below) and Al Gore (right) also presented at the TED conference. Sheryl Crow (bottom right) was one of the performers.

ALL PHOTOS COURTESY OF JOHN WERNER '92

Professor Research Profile: Doug Weldon, Neuro.



WWW.PKAL.ORG

by Doug Weldon
Stone Professor of Psychology and Director, Neuroscience Program

This is part of a series on what research our professors pursue outside of the classroom. It is intended to further the Hamilton Community's understanding of the scientific and academic community we have on campus.

What is your specialty in your field?

I am a neuroscientist interested in the biological basis of behavior and mental activity. Over the years, my work has focused on animal research addressing two general issues. First, Hamilton students and I have studied brain systems that control visuomotor attention and orientation.

In this context, we have recently reported on neurons in the midbrain that become active when an animal processes significant information from its environment. For example, in rats, these cells increase their firing rates when they retrieve a reward.

Another research focus has been on the developmental psychobiology of learning and memory. That work has focused on learning that takes place in the perinatal period, the few weeks just after birth. At birth, mammals make associations with olfactory cues, and in rats this learning facilitates nursing and approach to the mother. We have investigated the role of two neurotransmitters, dopamine and glutamate, in the consolidation of these olfactory memories.

What research question(s) are you currently interested in?

Most of the ongoing studies are focusing on neonatal, or newborn, environmental or neuropharmacological effects on later behavior and brain function. Others attempt to model psychological processes of potential clinical importance. For example, one research theme concerns a theory that changes in brain systems involving the chemical glutamate might be involved in schizophrenia. It has been proposed that a decrease in function of glutamate receptors leads to a neurotoxic response in cortical systems, which has cognitive and behavioral consequences.

What methods are you using to answer these questions in your lab?

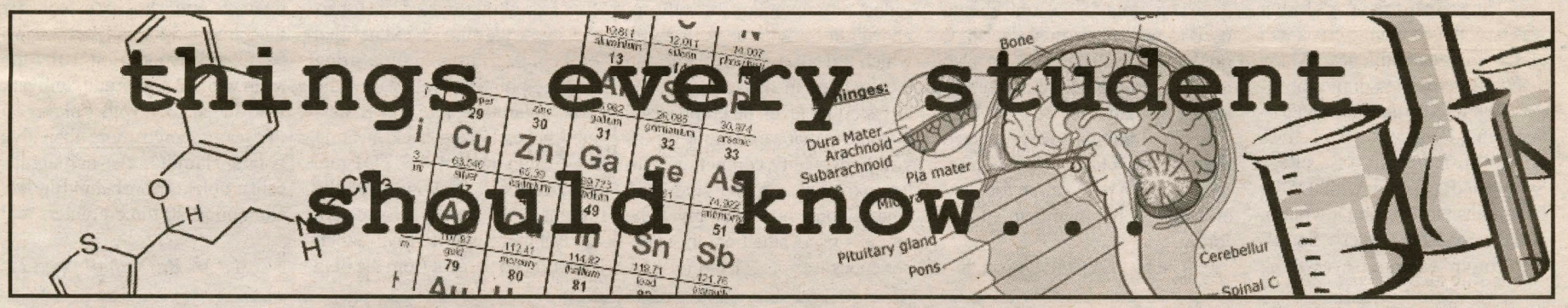
To study this model in rats, one can manipulate glutamate receptors pharmacologically and document behavioral changes that occur. Furthermore, it will be interesting to understand whether there are persistent neurophysiological, neurochemical, and neuroanatomical correlates of the behavioral effects.

Why are you interested in this/these question(s)? What impact do you hope your work will have?

Psychopathology takes an enormous toll on society. It is estimated that 51 million people in the world suffer from schizophrenia and that the estimated cost of this disorder in the U. S. alone exceeds 63 billion dollars per year. The hope is that basic neuroscience will lead to an understanding of the causes and eventually to effective treatments. Clarifying the role of glutamate in behavior and brain function might contribute to that understanding.

PHOTO COURTESY OF DOUG WELDON

Carlyn Patterson '06 worked with Weldon in his studies on rats and how glutamate affects schizophrenia.



Fact or Fiction: Some Myths About Plastic

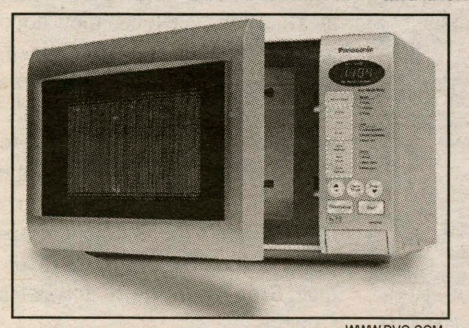
by Jamie Azdair '13
Science & Technology Writer
and Julia Litzky '12
Science & Technology Editor

Myth 1: Heating food in a plastic container in the microwave will give you cancer.

No, you can't get cancer from reheating your Chinese food in the microwave. Over the past decade, many claims have been made referring to the negative effects of microwaving plastic substances for food purposes. This myth originated in 2002 when rumors were spread on the Internet that a 'Dr. Edward Fujimoto' had claimed that substances from plastic containers leach into foods when heated in a microwave. Such substances have been further stated to cause cancer and serious birth defects. According to these reports, heating plastic containers in a microwave releases dioxins, hazardous chemicals containing chlorine, into the contents of the container and are then consumed by the user.

However, it seems that these so-called findings are primarily a result of Internet hype. Despite the fact that these claims had no scientific grounding at the time they were made, this urban legend is not completely without merit.

In 1997, the US Environmental Protection Agency confirmed that dioxin is indeed a cancer-causing agent. Therefore, with these premises that heating plastic containers in a microwave releases dioxins and dioxins are a prominent cause of cancer, one could only make the logical argument that heating plastic containers in a microwave causes cancer.



WWW.DVO.COM

Contrary to popular belief, this argument is actually flawed. The breakdown of this common argument can be located in a report published by Dr. Joe Schwarcz, director of McGill University's Office of Science and Technology. Dioxins contain chlorine. The only plastic compound that has traces of chlorine in it is polyvinyl chloride (PVC). However, in order for PVC to create a dioxin, it has to undergo complete combustion, which occurs at temperature of approximately 700 degrees Fahrenheit.

Because chlorine is not found in other forms of plastic used to contain food, it is logical to conclude that dioxins cannot leach into contents when plastic containers are heated in a microwave. The premise that heating containers in a microwave leaches dioxins is indeed false. Even though dioxins are carcinogens, heating plastic containers in a microwave still will not directly cause cancer because dioxins are not released in the food located inside of the container.

Myth 2: Paper bags are better for the environment than plastic bags.

Many environmentally conscious businesses have been considering switching to paper bags instead of plastic. However, this may not be the solution many claim. Making both paper and compostable plastic bags requires significantly more energy, more fossil fuels, more fresh water, and generates more greenhouse gas emissions and more solid waste than does the process for making polyethylene bags.

WWW.CAMBRIDGEMA.GOV

Additionally, about 14 million trees are required to produce one year's worth of paper bags, as opposed to 12 million barrels of oil that are required to produce one year's worth of plastic bags. This may seem like a large amount of oil usage. However, the Energy Information Administration reports that the United States consumed an average of 19,498,000 barrels of crude oil an petroleum per day in 2008. Therefore, it takes less oil to make a year's worth of bags than Americans consume in just one day.

The true problem may be that both plastic and paper bags do not get recycled as consistently as they should. A 2005 EPA study found that only 21 percent of paper grocery bags are recycled, and just 5.2 percent of plastic grocery bags are. *The Wall Street Journal* reports even lower numbers, with only 10-15 percent of paper bags being recycled and only one to three percent of plastic bags being recycled. However, it takes significantly less energy to recycle plastic bags than it does to recycle paper. Recycling one pound of plastic uses 17 BTUs, while recycling one pound of paper uses 1444 BTUs.

Instead of switching to paper bags, it seems that the solution may actually be a focus on more recycling and on reusable bags instead of either paper or plastic, since neither are environmentally friendly to produce.

NCAA Forum Focuses on Data

by Cooper Creagan '13
Sports Writer

Earlier this year, select members of the faculty flew down to Atlanta, Georgia to act as delegates at the annual NCAA Convention. Every year, college presidents, athletic directors and professors gather to discuss athletic policies for the coming year.

Professor of philosphy Robert Simon made the trip to Atlanta to serve as Vice President of the Scholarly Forum, an academic conference founded by late NCAA President Myles Brand. While the convention focuses primarily on the legislation that governs college sports, the forum works to "promote, encourage, and publish the best research possible on intercollegiate sport," according to Simon. It takes place immediately before the regular convention.

Simon, currently teaching a course on the philosophy of athletics, earned his prominent position on the forum in part because of his book *Fair Play*, which discusses the ethics of sport. Additionally, President Brand was a philosophy professor before working with the NCAA, so when putting together the Scholarly Forum in 2008, and Simon as member would have been an easy decision.

The focus of this year's forum was how the economic crisis will affect collegiate athletics. Many distinguished professors and presidents gathered to give talks with titles such as Economic Perspectives on the Sustainability of College Sports and Dealing with Dollar Dilemmas During the Downturn: A Crossroad for College Sports. The forum explored everything from using the tax exempt status of athletically elite Division I universities in creating greater balance between academics and athletics to how the recession might affect racial, ethnic and gender diversity in collegiate athletics.

Among the most important elements of the Scholarly Forum is the search for empirical data. Before his passing last September, President Brand initiated NCAA-conducted research on everything "from graduation and academic progress to costs of intercollegiate sports." Thanks to him, an entire

database is in the works, which should help to "restore the balance between academics and athletics," according to Simon.

This data is not only being used to make informed decisions on NCAA policies, but is also available to the public online. In addition, many of the Scholarly Forum's findings are published through the *Journal of Intercollegiate Sport*, a publication founded and edited by members of the forum.

The NCAA Convention, taking place directly after the forum, also centered on heavily the economic crisis. "There was a good deal of concern about funding athletic programs," reports Dean of Faculty Joe Urgo, who also attended the Convention last month. "As with all expenses in higher education, athletics in Division III must be able to justify its programs on educational grounds."

Indeed, bolstering a school's athletic programs while also maintaining its educational priorities was a pressing issue at the convention across all divisions. To Urgo, the most significant topic of discussion was "the integration of athletics and academics in the educational experience of our students." It appears as though the students are not the only ones straining to balance sports with academic work.

The delegates at the Convention considered many strategies to promote and better maintain the academic success of the student athletes, including the use of the empirical data produced by the Scholarly Forum. "There were discussions on how to use data responsibly, and on what sort of data we need to be informed and make good decisions, decisions that will help our campuses," mentions Urgo.

All things considered, Urgo found the convention "wholly engaged" in the serious issues with which it dealt, from the largest to the smallest institutions. On the Division III level, he emphasized a "concern that we continue to provide high quality, competitive athletic experiences for our students." One can only hope that, given the nation's fiscal situation, these experiences are not at all diminished.

Men's Basketball Posts Losing Season

The Continentals fell below .500 for the first time in 35 years with 10-14 record.

by David Biel '13
Sports Writer

Even the most optimistic Hamilton fans had to admit that the Continentals men's basketball team was running out of chances to salvage what had become a disappointing season. With a record of 8-11, including a 4-5 record against Liberty League foes, a once promising season had been characterized by streakiness and inconsistent defense, and the hopes of making an eleventh straight conference championship tournament were pretty much all but dead.

Nevertheless, with five conference games remaining, including four against teams with winning records, Hamilton had a chance to end the season on a high note as well as experiment with new strategies and lineups in preparation for next season. Perhaps the 2009-10 season would end in frustration, but maybe the Continentals could get a head start for 2010-11.

"I think we are already making strides to have a successful season next year," Head Coach Tobin Anderson said.

Hamilton traveled to Hobart College to play the 12-8 Statesmen on Feb. 9. Bolstered by a string of three-pointers, Hobart took the lead to start the game. The Statesmen never looked back, beating the Continentals 81-67. Despite another spotty showing from the defense, the team produced a fairly impressive offensive output, shooting 46 percent from the field and only missing three of their 25 free throws. Forward Pat Sullivan '12 led the team with 20 points and ten rebounds, and center Ken Click '13, who will likely be a key player for next year's team, contributed 16 points and six rebounds.

Next up came a home game on Feb. 12 against St. Lawrence, who entered the game with a 7-3 Liberty League record. In perhaps one of the biggest upsets of the season, Hamilton defeated St. Lawrence 65-60 in a defensive struggle. Especially considering the troubles they had earlier in the season, the Continentals' defense made an especially strong statement against St. Lawrence, causing 21 turnovers, making 12 steals and holding the Saints to a 38 field goal percentage for the game.

"I thought we showed great character," Anderson said. "To win basketball games, you have to be a good defensive and rebounding team."

With a big win under their belts, Hamilton tried to continue the momentum less than 24 hours later with a home match against Clarkson. This time, it was the offense that struggled, as the Continentals only shot 32 percent for the game and fell to Clarkson 64-52. Guard Jay Simpson '10 led the team with 22 points and Sullivan, who added 13, no other player on the team scored more than five points. Hamilton also had significant problems from behind the arc, attempting 20 three-pointers and

*see **M. Basketball** page 15*

Squash Competes in CSA Team Championships

by Kendall Weir '12
Sports Writer

After a season full of ups and downs for men's squash, the team finished on a high note with a 5-4 consolation final victory over Stanford University at Nationals.

This past weekend, the men traveled to Yale University for the annual CSA (College Squash Association) Team Championships. As they usually do, the Continentals ended up playing in the third tier of four, also called the Summers Cup, at nationals this year.

"We've always been in the third of four tiers at Nationals, but this year we're teetering on the edge," said captain Brett Morell '10.

However, with the loss of a strong senior class last year and injuries this year, the team saw making the third tier as an accomplishment.

The Continentals faced nineteenth ranked Tufts University in the first round of the Summers Cup. Though Tufts cruised to an 8-1 win over Hamilton, Morell '10 completed a come-from-behind win over Tufts' number eight man; Morell won his last three games after losing the first two.

Hamilton played Colby College for the third time this season on Saturday, and the team completed the season sweep. Although the top three Hamilton players struggled, the rest of the lineup dominated and led the team to a 6-3 win.

To cap off the season, the men beat Stanford University 5-4 on Sunday, in the third tier consolation final. Morell, playing at the number eight spot, went undefeated at Nationals.

The Continentals finished the season with an 11-15 record. Although they had more losses than wins this season, the men finished both seasons with third tier consolation bracket titles.

Trinity College won the first tier championship, capturing their twelfth consecutive CSA National Championship. Hamilton played Trinity for the first time in four years at NESCACs this season. Hamilton fell 8-1; Tim Gray '12 captured the team's only win.

"Coach King has been an especially great leader this season. He has put forth an extraordinary amount of effort for everyone to play to the best of their ability," said captain Mario Magaña '10. King coaches both the men's and women's squash teams at Hamilton.

Currently ranked fifteenth in the country, the Hamilton women's squash team will compete in the second tier of the CSA's Team Championships at Yale University this weekend.

This season has been similar to the last few seasons for the Continentals. After another quick start this season, the women have dropped a few matches to tough teams, notably eighth ranked Williams and eleventh ranked Bates, and are sitting on a 14-6 record. With a record of 12-7 this time last season, the women held the same ranking going into Nationals.

Like the men, the women competed in NESCACS at Trinity College in Hartford, C.T. in early February. Seeded sixth, they went 2-2 at NESCACs and finished in sixth place. This was the third consecutive year the team finished sixth at NESCACs.

They beat Connecticut and Colby Colleges, both seeded below Hamilton, but fell to the higher seeded teams, Bates and Amherst Colleges, in tough matches. Nina Platt '10 was 4-0 for the weekend.

The first-year players have continued to come up big for the Continentals. Alexis Lee '13, Amanda Thorman '13, and Claire Corroon '13 all captured wins in Hamilton's convincing victory against William Smith College last weekend. Corroon '13 and Thorman '13 each have 14 individual wins this season.

Although the team will be surrounded by tough competition at Yale this weekend, they hope to defy the odds and win their respective division. Hamilton hopes to improve upon last year's results at Nationals; in 2009 they fell to Dartmouth in the first round of the Kurtz Cup (the second tier). Some of Hamilton's tough potential opponents include Dartmouth College, Brown University, and Bates College.

PHOTO BY MIKE DOHERTY

Harry Keeshan '13 focuses on the ball during a match.

Quarterfinals Await

*from **W. Hockey** page 16*

ily, and they have a 6-0 loss at the beginning of the season to remind them.

Asked if her team had learned anything from playing Middlebury, Captain Rachel Rapoza '10 remarked, "we learned that it takes a team effort as well as extreme focus and determination to beat a nationally ranked team."

For the Continentals, however, maintaining focus is easier said than done.

Lapses in sharpness have been the main culprit of Hamilton's struggles with consistency this season. After its "signature" victory against Middlebury, the team failed to seize momentum and went a disappointing 2-2 in their final four NESCAC games, which included a split against Connecticut College, ranked seventh in the nation.

This year's seniors are the only team members who have experienced a playoff victory. Hence, while Rapoza acknowledges that the seniors "want to keep [their] playing careers going as long as possible," she and the rest of team know they are playing for much more. They are playing to build, or perhaps rebuild, a reputation.

Allen added, "This team has a lot of talent, but has lacked recognition from the outside world. A win this weekend would earn us a lot of the respect our NESCAC opponents have been denying us."

In the NESCAC playoff system, eight of the nine conference teams make the playoffs. Once there, the first seed plays the eighth seed, the second plays the seventh, and so on and so forth. Hamilton's 5-8-3 conference record was good enough for sixth. Middlebury's 11-4-1 record placed them third. Still, while many look at Hamilton as underdogs, the team is far from fazed.

"If we head into this playoff weekend with the mindset that we will win, we will be coming home with a second "W" against Middlebury," Allen said.

Do you believe in miracles? You don't have to.

PHOTO BY ANDY RICHARDSON '10

Rachel Rapoza '10 passes the puck ahead to the offense.

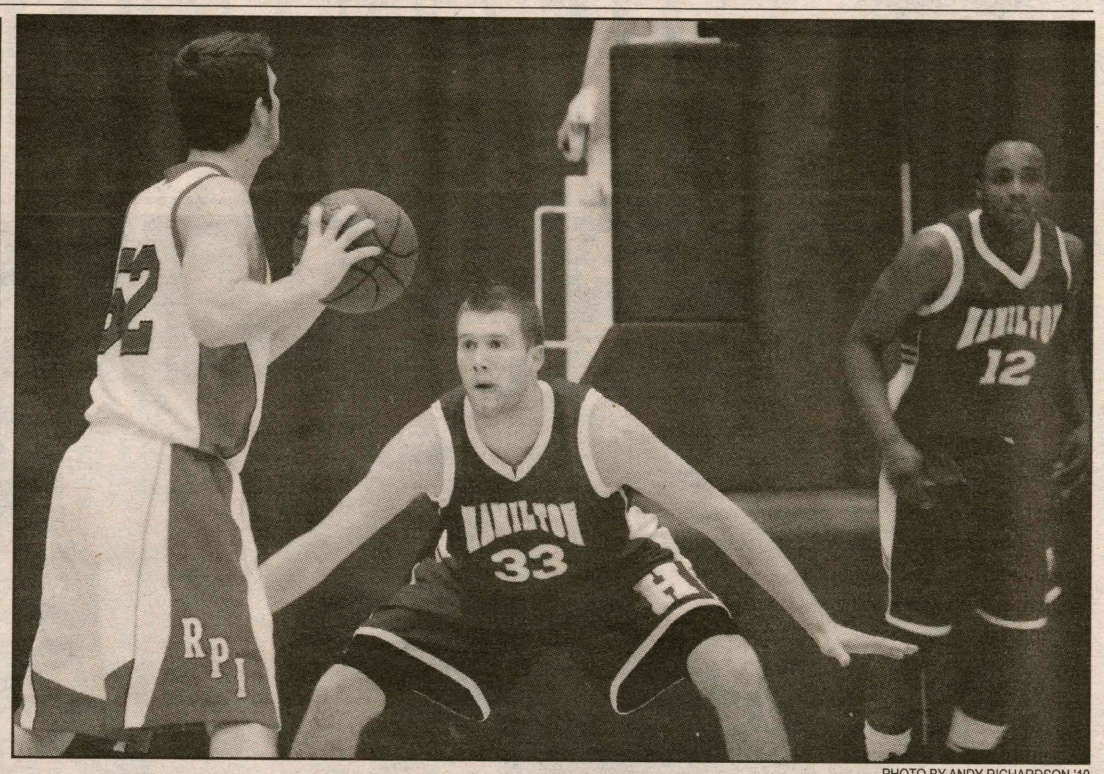


PHOTO BY ANDY RICHARDSON '10

Forward Patrick Sullivan '12 shows off his defensive stance and keeps his eye on his man.

M. Basketball looks to Future

*from **M. Basketball** page 14*

hitting only two.

The loss was also the final game for the team's senior class, which includes Simpson, guard Joe Manns and forward Tim Shaw.

"Those three guys will really be missed," Sullivan said. "They were the three most competitive guys on the team, and you could see this through their work ethic."

After a brutal stretch of five games in just eight days, the Continentals got a four-day break and brought a well-rested squad to Poughkeepsie, N.Y. to play Vassar. In one of their best showings all year, the Continentals spread out the offensive output, played stifling defense, consistently controlled the game and coasted to a 71-53 win. Amazingly, eight of the nine players for Hamilton scored at least eight points. The Continentals also dominated the boards, outrebounding Vassar 48-35.

The next day, the Continentals hit the road again, traveling to Rensselaer for their season finale. Despite a valiant effort in the close contest against the 14-9 Red Hawks, Hamilton lost on a game-winning three-pointer as time expired and fell 67-66 in a heartbreaker. Sullivan led the Continentals with 16 points and nine rebounds, and, in his final game, Simpson contributed 15 points, four assists and three rebounds. Off the bench, guard Russ Rosenband '12 put up a very solid 16 points and six rebounds.

With the final loss, the team wrapped up the season with a 10-14 overall record, and a 6-8 record in the Liberty League.

Though they have only just completed the season, the team is already looking forward to next November. "It starts in the off-season," Sullivan said. "We have to come in next season with a work hard mentality."

An optimistic Anderson put it all into more simple terms: "I am excited about the future."

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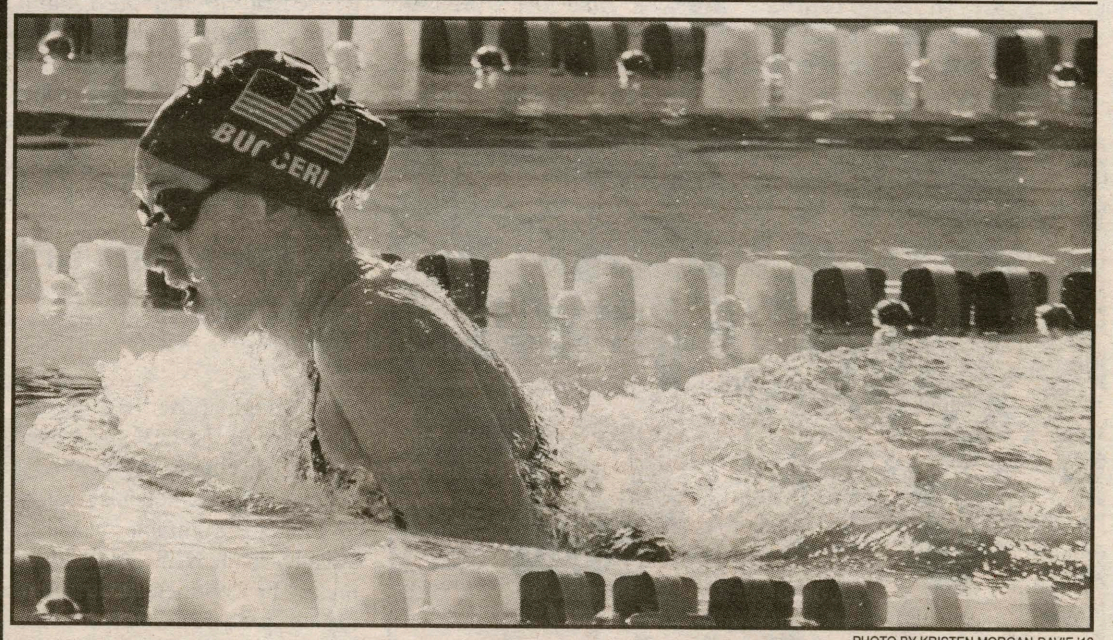

PHOTO BY KRISTEN MORGAN-DAVIE '12

Liz Bucceri '11 helped smash Hamilton's record 800-meter free relay in 7:49.73.

Swimmers Post Personal Bests

*from **Swimming** page 16*

and Whitney Rosenbaum '10 in the 800 free relay for another new school record-breaking finish in 7:49.73. Diver Diane Paverman '13 also set a new school record in the 1 meter diving event with 400.30 points. "D-Pave was awesome on 1 meter," Davis said. "She broke the record of the best-ever female diver at Hamilton, Cady Kashner '03, who was the 2003 National Champion in that event."

Amid the controversy of performance enhancing suits that has wracked the sport of swimming, Davis asserted that "clearly last year's suit performances were not the sole reason we swam well last year- Whitney Rosenbaum matched or swam faster in all of her performances from '09 without the aid of a performance-enhancing suit this year." Rosenbaum took 7th place in 2:05.66 seconds in what Davis claimed "has to be the all-time fastest heat of women's 200 fly in Divison III history."

Many Hamilton Swimmers posted personal best swims in the 2010 NESCAC meet, and younger swimmers learned a lot from the experience. According to Davis, "Our team had a great time, stayed loose, and did a good job of handling the pressure that comes with a championship like this." All swimmers are waiting to hear if their times will qualify them for the NCAA Championship meet in Minnesota later in March.

A Hamilton College Student Publication, Clinton, NY

Volume L Number 18

SPECTATOR SPORTS

February 25, 2010

HOCKEY CATCHES PLAYOFF FEVER!

PHOTO BY ANDY RICHARDSON '10

Forward Tom Chiappetta '11 attempts to score in Hamilton's win against the University of Massachusetts Boston.

It's playoff time for all Hamilton winter sports and in 2010, all three hockey teams have made it to the postseason. The men's and women's varsity ice hockey teams advanced to the NESCAC Championship quarterfinals and the men's club hockey team has advanced to the UNYCHL semifinals.

The women's hockey team secured their playoff berth with a 2-0 win against Wesleyan. Their 3-0 loss in the season finale at Trinity proved insignificant. Hamilton finished sixth in the NESCAC rankings and will travel to Middlebury College for the NESCAC quarterfinals. The men's ice hockey team also qualified for the playoffs after winning the last three games of the season against New England College (5-3), the University of Massachusetts Boston (6-2) and Babson College (4-3). The team finished sixth in the NESCAC ranking and will play Williams College this weekend.

The Hamilton men's club ice hockey team beat the LeMoyne Dolphins 7-4 at home and will host the UNYCHL semifinal this weekend as well.

Swimmers Finish Tenth in NESCAC Championship

by Mallory Reed '10
Sports Writer

The Hamilton women's swimming and diving teams wrapped up their regular season with a 10th place finish at last weekend's NESCAC Championship meet at Middlebury College. Megan Gibbons '12 emerged as the top individual scorer for the Continentals, in sixth place overall.

According to Head Coach TJ Davis, "NESCAC again proved to be the nation's fastest, deepest, and most talented conference in the country for Division III. Some of the consolation finalists (places 9-16) will make cuts fast enough for Nationals. This simply doesn't happen normally at most other Conference Champions."

Gibbons rose to the challenge, racing to first place in the 50 freestyle with a time of 23.97 seconds, and second place in the 100 freestyle in 52.37. She clinched new school records for Hamilton with both swims.

"Absolutely jaw-dropping performances from Gibbons in the sprints," said Davis. "I was knocked out by her ability to just nail her events and dominate this weekend."

Gibbons joined with Liz Bucceri '11, Jeannie Folan '12

see ***Swimming*** *page 15*

PHOTO BY KRISTEN MORGAN-DAVIE '12

Kimberly Goidell '13 puts up a shot in the win over Clarkson.

W. BBall Heads to Playoffs

After a one year hiatus, the Continentals will be returning to Liberty League playoffs this weekend. Hamilton earned the fourth seed in the tournament with a season league record of 8-6 (15-9 overall).

In the semifinals, Hamilton(4) will take on first ranked Skidmore, while St. Lawrence(2) takes on Rensselaer(3). The winners of these two match-ups will then face off on Saturday for the Liberty League title.

The Continentals will have to come out strong in their first game against Skidmore, as the Thoroughbreds came out on top in both of their match-ups this season.

If Hamilton is successful this weekend, it will bring the seniors' careers full circle. These seniors were first-years on the '07 squad that brought home Hamilton's first Liberty League Championship in women's basketball.

W. Hockey Earns Sixth Seed

Continentals to face Middlebury in Playoff Rematch

by John Wulf '12
Sports Writer

Though it is the 30th anniversary of the U.S upset over the Soviet Union, the women's hockey team is not necessarily looking for a miracle on ice to advance in the NESCAC tournament. The Continentals just need to pick up where they left off. This Saturday, Feb. 27, Hamilton will face Middlebury for the second time in three weeks. And in order for the Continentals to keep their season alive, they will also have to beat the Panthers for the second time in three weeks.

Captain and leading point scorer Stephanie Miguel '11 acknowledged, this will not be an easy task: "Middlebury is a very fast, talented team, and we will have to be incredibly focused to stay in the game."

Speaking about their 3-2 win, Captain Amy Allen '10 called it "one of the toughest games I have ever played in"

Despite their admiration for their opponent, Miguel, Allen and the rest of the team know they can beat the defending NESCAC champions. After all, they have done it before.

For most of the girls on the team, they see their win against Middlebury as a great "confidence booster," according to Miguel.

"While Middlebury may be very talented," she added, "we saw how capable of success we are when we come out to play for the entire 60 minutes."

The team also understands that success will not come eas-

see ***W. Hockey*** *page 15*

PHOTO BY MIKE DOHERTY

Kathy Zimmerman '13 fights for the puck against a Panther.